

# THE SCHOOL JOURNAL.

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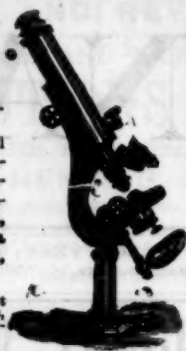
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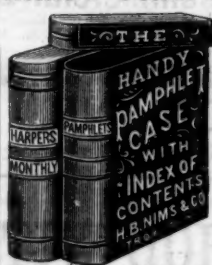
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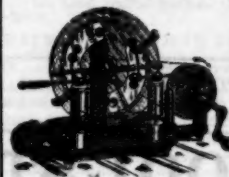
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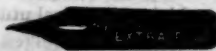
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### CONTENTS.

#### EDITORIAL.

The African Problem—The Slave Trade Must Cease—	
School Reports—Importance of Good Primary Schools	
—Denominationalism—Lectures for Workingmen....	371
A Little Educational Philosophy.....	372
Are We Manufacturing Criminals?.....	372
Our "Things of To-Day".....	372
What Can Be Omitted?.....	372
Technical Grammar.....	372
What is the Matter with Alabama?.....	372
Bay State Wisdom.....	373

#### EDITORIAL NOTES.

##### CONTRIBUTED ARTICLES.

Reform Our Spelling. By Rebecca Douglass.....	373
Sequel to "A Psychological Study." By May Mackintosh	374
A Compulsory Educational Law Needed.....	374

##### THE SCHOOL-ROOM.

Twenty Questions About Railways.....	374
Ten Rules for Losing Control of a School.....	374
School-Room Decorations.....	374
Lessons in Politics.—II. By Carrie A. Smith, Wilmor,	
Minn.....	375
Text-Books for Deaf Mutes.....	375

##### RECEPTION DAY.

A New Year Exercise. By Dr. LeRoy Bates.....	376
Kris Kringle; Things of To-Day; Fact and Humor.....	377

##### EDUCATIONAL NOTES.

New York City.....	378
Letters.....	379
Questions.....	379

##### BOOK DEPARTMENT.

New Books.....	380
Reports.....	380
Literary Notes.....	381
Catalogues and Pamphlets Received.....	381
Magazines.....	381

The SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

THE whole of the African problem just now hinges on the action of the slave traders in whose hands, in all probability, Emin and Stanley now are. Osman Digna is an African liar, and with him and the Mahdi the European governments must deal, and demand the absolute surrender of Suakim, and the withdrawal of all European troops from Africa, or he will put to death both Stanley and Emin. The situation is critical.

SEVERAL lecturers have been employed to address workingmen and workingwomen in some of the wards of this city during the present winter. This, a city paper thinks, is "an innovation in the line of public education from which much is to be expected." The method of teaching by lectures is far from being an innovation, and if experience is any test, not much good can be expected from it. Our higher schools have found it wanting in at least two essential points. First, no hearer can follow a lecturer unless he has a trained mind, and second, little personal influence goes out to the hearers from an ordinary speaker. It is essential to a teacher that his pupils understand their instructor, and that they get into sym-

pathy with him. These two things can be obtained by a teacher with a class, but not by a lecturer standing from twenty to forty feet from them. Personal contact and touch leads to tact and influence. We must get near those whom we teach. Influence decreases inversely with the square of the distance.

THE decree has at last gone forth that the slave trade must cease in all the world. This end has not been reached so much by legislative decrees as by the decision of the people. Slavery is now repugnant to the heart of humanity. The conclusions of enlightened hearts are always right, but it is really astonishing how long it has taken to educate the conscience of mankind up to right feeling and acting on this subject. For ages it was considered right for a Christian to hold slaves, and less than a generation ago a distinguished doctor of divinity in New England wrote a book in defence of the system, from a Bible standpoint. Such a work would now be received with contempt. The world is growing better, that is, the conscience of the world is becoming better educated, and so, better able to govern the intellect, will, and sensibilities.

The German Reichstag has adopted a resolution in favor of suppressing the slave trade in Africa. It is probable that the German government will restrict its operations to East Africa, but it is necessary that they should do more than they have done. Resolutions are often eloquent, but unless they are followed by action they are only a mockery and a delusion. Why hasn't Emin been reinforced long ago? Why did not England stand by Gordon at Khartoum? It is a shame, a burning disgrace, for civilized nations to send such men as Emin, Gordon, and Stanley into the center of the Dark Continent, and then abandon them to their fate. Had the English government helped Livingstone, as it easily could, and as it certainly ought, the African problem would have been much nearer solution than it is to-day. If reports are true, Emin has been doing a grand, civilizing work, which he is unwilling to abandon. Not only has he been a governor, but a teacher, commercial agent, explorer, and missionary. Accepting the appointment of Gordon as ruler of an immense province, he has pluckily held his command in spite of terrible odds. What his fate is to-day is uncertain, but if he is in the hands of the Mahdi, as reports say, no means or men should be spared to rescue him.

Gladstone made a fearful mistake in not defending Khartoum. If he had, the terrible massacres and crimes in that province during the past few years would have been avoided, and the power of England would have been respected from the central African lakes to the Mediterranean sea.

HAVE we not reached a time when school reports should undergo a change? The demands of the present require that the public should know the character of actual school work done, and a large number of intelligent men and women in our country would be delighted to read documents filled with educational arguments illustrated by the best educational practices. It is not necessary that a report should be as uninteresting as dust, and as cut and dried as old hay, but it must be admitted that this has been the characteristic of most of our school literature. It generally finds a place, if not in the waste basket, in some cob web corner in the upper attic, where it becomes food for rats. But we have in our minds several reports that have made a very commendable departure from stereotyped forms. It is necessary to report expenditures and the catalogues of libraries, but the circulation of this information need go no farther than the auditing committee of the board, or outside of the limited circle of persons interested in the detail of

expenditures. It does not matter to the mass of the people what new books have been added to school libraries, although this is much better information for the general public than the minute detail of how the dollars and cents of the public money have been spent. But it does matter to all thinking people what improvements have been made in teaching, grading, examinations, visitations, superintendence, teachers' meetings, and general educational work. It does matter to the public to know exactly what teachers are doing towards improving themselves, and in what way they are studying the needs of children. While the majority of the people do not read the deeper parts of educational literature, yet there are many intelligent persons who understand both the philosophy and practice of school work, and who thoroughly enjoy the reading of sensible and even philosophical educational reports.

THERE should be sympathy between the highest institutions and the lowest. This is not the case at the present time. Our university professors ignore the work of the lower schools as too insignificant to claim their attention. This is not as it should be. College professors should feel a very earnest desire to promote the best methods of teaching in primary departments. Why? Because "the way the twig is bent the tree's inclined." Give a boy the right start, and he will be quite likely to go right. It is of very great importance to all college instructors that their pupils should have correct methods of study, and a genuine love for scholastic pursuits. Our primary teachers should be selected from the best of our college students. Thousands of successful men to-day acknowledge that they owe their success to the impulse received in the first schools they attended. Give a boy the right instruction the first six years of his school life, and the next six years will take care of itself. Put a smart boy under the care of a capable primary teacher at seven years of age, let his course be carefully marked out, let the proper methods be placed before him, and at seventeen he will be farther advanced than most boys at twenty-one. This statement is not a wild one; multitudes of instances could be cited proving it to be exactly the truth. The reason why so many of our students do not profit more by a college course is because their primary work did not profit them. This is an important subject which we commend to those who are in charge of our higher institutions of learning.

IT is difficult to divorce denominationalism from religion, and it is a shame to our Christianity that it is so. If the religion of Christ is to be a power in the world, there must be unity and not division. The co-operative work of all Christians would soon tell mightily. The present disjointed, scrappy way of laboring is making fearfully against the progress of the Christian system. In union there is strength; in disunion there is weakness. It is the height of nonsense to talk about Episcopal schools, or Presbyterian colleges, or Unitarian academies. What in the name of common sense has a Presbyterian to do with arithmetic more than a Methodist, or an Episcopalian, or an Agnostic? Every man who believes in the Christian religion should insist upon the teaching of it in the schools his children attend. This is enough. But to go farther and to cram down the throats of youngsters the special tenets of the Episcopal or Baptist church is too much for human nature to stand, and people will not stand it. Even heathen nations fight against it, and point to seven denominations all working in one city in China. The truth is we must come together in Christian work, or else we shall fail to accomplish during the present age the grand results that the Christian church is capable of achieving.



## A LITTLE EDUCATIONAL PHILOSOPHY.

If the brain does not act in harmony with itself, and the other parts of the body, there is discord. The equable development of the whole nature demands that all parts should instantly obey the central office. If the mind is educated it must be through the brain. This must be trained to be responsive to the action of the mind back of it. Then all the organs of the body must be trained to act in harmony with the brain. Thus we have a perfect and quick co-relation of forces between the mind and the parts of the brain, and between the brain and the whole body. We must discipline muscle, brain, and bodily organs if we are to develop and stimulate thought, and will.

Is the foregoing philosophy sound? If it is, then the Prussian ideal of perfect education is the correct one to reach up to. This is, "Education is the equable evolution of human character." Stein added, "By a method based on the nature of the mind, every power of the soul to be unfolded, every crude principle of life stirred up and nourished, all one-sided culture avoided."

How can this be accomplished? By sitting down and thinking, thinking, thinking? By adopting the monastic idea that sin is in flesh, fat, and bone, and therefore flesh, fat, and bone must be got rid of, or starved until as little as possible of it remains? In other words is it an education to be got through pure spiritual influences and forces? Is this good educational philosophy?

It is nonsense! Arrant, unmitigated humbug! Double and twisted falsehood. But how is Stein's idea to be realized? We answer:

1. By giving the brain good quality of material, well organized, and sensitive, through which the mind can act, and upon which it can impress itself.
2. By making good telegraphic connections between the brain and all parts of the kingdom over which it presides, as the vicegerent of the mind back of it.
3. By getting all the organs to which the nerves reach into good working order.
4. Then exercise the organs, the nerves, the brain; exercise, exercise, exercise.

How?

- Not by routine work.
- Not by military drill.
- Not by learning a trade.
- Not by memory cramming, hot-bed forcing, examination marking, and the tears and cries of corporal punishment. Not by any one or all of these.

BUT HOW?

By increasing the power of mind action through brain and bodily culture. This can be done by the judicious exercise of all the senses.

If a child has thought power increase it by getting him to talk about something, write about it, examine it with all the senses he can bring to bear upon it.

Cultivate attention by training to careful habits of seeing, hearing, smelling, tasting, and feeling and then EXPRESSION.

Work along lines of God-given activities and you will work along lines of God's ordaining. God's way is the best way. Let us follow it.

## ARE WE MANUFACTURING CRIMINALS?

Two notable articles have recently appeared on this subject, one in the *New Princeton Review*, and the other in the *Forum*, in which this subject is discussed with great ability. It is here stated that the ratio of prisoners to the population in the United States has increased from one in 3,448 in 1850, to one in 885 in 1888. It is also stated that the prison population has more than doubled in its relation to the general population between 1850 and 1888. These facts are undisputed. The answer that is sometimes made, that the increase of criminals is due to the increase in foreign population, will not sufficiently account for the facts, for the criminal population has increased in greater ratio than the increase in foreign population. The question for us to answer is, "What must be done to stop this increment of crime?" The answer is very plain, not by broadening our higher education, but by increasing the efficiency of the lower schools. The majority of children leave school before the age of fourteen, and they get no other instruction, but what they receive from the street and the shop after that time. There can be no question but that our schools must make good men and women before their school education is finished. It is our firm belief that nothing but thorough fundamental grounding in the principles of religion will save us. There must be

something deeper than morality, for what is morality without religion? We hope some of our wise correspondents will answer this question. It is noticed that we do not say denominational religion, but we do say, and say with emphasis, religion. What do our readers say?

## WHAT CAN BE OMITTED?

He who makes two blades of grass grow where one grew before is a benefactor of his race. But the way to get room for the second blade is to pull up the weeds that take the place it ought to have. Mr. A. E. Frye has been pulling up a few geographical weeds of "comparatively worthless knowledge upon which fully three-fourths of the pupil's time is wasted." Notice "*fully three-fourths!*" That is a good deal of time to throw away, "*wasted!*" isn't it too bad? Teachers are paid to do "*wasted!*" work. "*Time!*" Precious time! For what time is more precious than the few years of school life, between seven and twelve? We can better afford to waste time when we get old, but what punishment should boards receive who by legislative command require pupils and teachers to waste their time? But this is preaching enough for to-day. Here are the items:

1. "Book definitions of natural forms of land and water.
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6. Lists of products,—export and import,—except those of chief commercial value.
7. Names of the hundreds of towns and cities which are not of commercial, capital, or historical importance.
8. Area of countries, states, and groups of states together with exact political boundaries of the same.
9. Population of cities and countries, and statistics of races, governments, and religious denominations.
10. All knowledge that is poured in merely for examinations, and which the pupil is not expected to remember after he leaves school."

What have our readers to say concerning this? Our columns are wide open for replies.

## OUR "THINGS OF TO-DAY."

In our column of "Things of To-Day," and "Fact and Rumor," our design is to give, not merely a summary of the news, but such items as can be profitably used by teachers in their school-rooms. For this purpose we give suggestive questions, knowing that teachers will add others. Our schools should develop the power of investigating. Some may think they have not facilities enough to make this work a success. But if they will try the experiment of giving out subjects for the pupils to inquire and read about, they will be surprised at the result. The items in the JOURNAL, if properly used, will give a great stimulus to the study of geography and history, and furnish excellent exercises in composition. Moreover, by obtaining a clearer knowledge of foreign governments, rulers, and statesmen, the pupils will better appreciate our own country, and thus be more likely to grow up enlightened and patriotic citizens.

## TECHNICAL GRAMMAR.

So much has been said on this subject in the columns of the SCHOOL JOURNAL, we do not propose to say any more this week. Our readers understand that we believe that most, if not all, the time spent in studying what is known as "grammar" is wasted. For expressing this opinion we have suffered persecution. Now we only wish to introduce Mr. Geo. H. Martin, agent of the Massachusetts state board of education, who certainly has a right to be heard. His opinions were uttered before the recent meeting of the Massachusetts state association. We hope some of our old grammatical grinds, who persist in spite of reason in teaching "parsing," will read and take comfort:

"Some work in theoretical English is included in nearly all the courses of study, but the teachers have lost faith in it, and few of them teach it *con amore*. For most of the pupils the limit of attainments would be as follows: They can distinguish the kind of sentences and analyze complex ones, if the relations are not

very obscure; they can distinguish the parts of speech as ordinarily used, and describe them so far as to tell the number and case of nouns and pronouns, the tense of verbs, and the degree of adjectives. They are shaky on participles and infinitives. They can explain a simple case of agreement between a verb and subject, and the use of the nominative as subject and the objective after the preposition and as direct object of the verb. In a few schools the pupils can go beyond this. The pupils have little power to use their knowledge of grammar to determine whether sentences are correct or not, depending for this chiefly on sound, and as experiment shows, being as likely to judge wrong as right, except in the case of very obvious errors. Few of the schools give time enough to this part of the work to secure the necessary training. Whether the training itself is worth what it would cost to get it, is another question. It is also a question whether it is best to teach grammar at all, unless it is carried far enough to obtain this practical end."

In other words, is the game worth the powder? This is exactly what we have been asking? Mr. Martin has answered the question in good English, and we thank him for doing so.

## WHAT IS THE MATTER WITH ALABAMA?

We trust some of our friends in Alabama will let us know whether the statements below are correct. They are going the rounds of the press, and, if not authenticated, will do a great deal of harm; in fact, if false, they are a libel on one of our finest Southern sisters. Here are the "facts":

"Forty-three per cent. of the people of Alabama who are ten years of age and over can't read.

Fifty per cent. of the people of Alabama who are ten years old and over can't write.

In Alabama there are 60,174 white men and women twenty-one years old and over who can't write.

In Alabama there are 111,787 white people over ten years old who can't write.

In Alabama there are 370,379 people who are over ten years old and don't know how to read.

In Alabama there are 433,447 people over ten years old who don't know how to write."

MR. GERRY, president of the Society for the Prevention of Cruelty to Children, recently made the most astounding assertion—that there are 80,000 bad women in this city. He said his calculation was well based. He sorrowfully asserted that the American people are deteriorating, and instanced the numerous divorces all over the country. He came to the conclusion that our public school system was answerable for this. It was a huge political machine. The only remedy was going back to the time honored system of teaching religion in the schools. The new generation was growing up godless and immoral, highly educated, but to no purpose. Mr. Gerry said that unless this important question was soon taken up the nation would perceptibly feel the evil effects of the want of some religious training in the public schools.

PROGRAMS of state teachers' associations are pouring in on us by the dozen. In glancing over them we find many articles that show that those who formed them are living in the nineteenth century, and not in the fourteenth. Such articles as, "The educational value of drawing," "The mission of paper-folding," "The relation of the school system to morals and religion," "The teacher's experience meeting," "How can I unify the work in my county," "The relation of normal school training to the country schools," "The function of the recitation," show that somebody is thinking. These titles are taken from the program of the thirty-third annual meeting of the Iowa State Teachers' Association. Other states are equally active. There is an advance all along the line, for which every lover of educational progress must rejoice.

WE hear excellent reports of the new state superintendent of New Jersey, Hon. Chas. W. Fuller. During the brief term of his office he has designated the time and place of county institutes, prepared their programs in full and published them in advance, thus giving the teachers a knowledge of what they might expect and disseminating the work of all the counties in all parts of the state. Although Mr. Fuller has not been an active educational man in the past, he brings to his office the vigor of a well-trained mind, and an excellent practical knowledge of dealing with men. We predict that his labors in New Jersey will be of immense benefit to the schools over which he is placed.

YOURS of Oct. 11 came just as I was starting out on a tour among institutes—and on my return was overlooked. I am glad you have undertaken the supplement series. They will prove of great value and influence. Go on, go on—keep going on.

State Normal School, Edinboro, Pa. J. A. COOPER.



THE old city of Vanderheyden on the Hudson will celebrate its bi-centennial on January 5, 1889. A hundred years ago its name was changed from Dutch to classical Troy. It would be interesting to know why. These celebrations are valuable in many respects, especially as they give occasion for the collecting and preservation of valuable historical material. Troy is only a few years younger than Albany.

DR. WILLIAM PEPPER, Provost of the University of Pennsylvania, is a member of an expert committee, which will inquire into the charges of plagiarism made against President Johnson, of the Philadelphia high school. A report will soon be rendered, which, it is thought, will be favorable to Mr. Johnson.

It is proposed to make James Russell Lowell, English minister to the United States, rather than American minister to the Court of St. James. The reason given for this appointment is, that he is more English than American in affiliations.

EVERY year the state superintendent of Minnesota calls the county superintendents under his jurisdiction together for the purpose of discussing general educational work. The next meeting of this association will be held in St. Paul, Dec. 26, 27 and 28. The president will open the meeting with an address on the "Necessity of a professional basis in our school system." Following this will be the discussion of uniformity in teachers' examinations and "How to promote the introduction of libraries in rural schools, and how to make them most profitable," and the grading of common schools. This meeting is most important, because it decides what legislation is necessary in the interests of the common schools, for the department of public instruction is largely dependent upon the reports of superintendents in providing for necessary changes in so rapidly a growing state as Minnesota is. The state superintendent, Hon. D. L. Kiehle, is working earnestly to advance the interests of his state beyond what it has already reached. During the years in which he has held his important office he has accomplished great results and the future will show still greater.

At the recent meeting of the Board of Regents of the State of New York, the resignation of Dr. David Murray as secretary and treasurer of the board, was presented and accepted with many expressions of regret and esteem. Dr. Murray's retirement is due to the impaired condition of his health. He was unanimously elected honorary secretary on full salary until July 1, 1889. Superintendent A. S. Draper offered a resolution, which was unanimously adopted, that hereafter the secretary of the board have general charge and direction of the state library. Regent Whitelaw Reid nominated Mr. Melville Dewey, at present librarian of Columbia College, as secretary and treasurer of the board, and director of the state library. He was unanimously elected, and his salary was fixed at \$5,000 a year.

A SURPRISING thing happened recently in a Western school. The children were kept after hours and taught the following song, which is one of the worst bits of doggerel issued during the last campaign:

The train is coming around the bend,  
Good-bye, old Grover, good-bye!  
It's loaded down with Harrison men,  
Good-bye, old Grover, good-bye!

It does not signify what party the song words favored; the wrong would have been the same in any case. The affair happened in a school, the place of all places where we have a right to expect educating influences to abound.

What educating and uplifting power did this give? What did it teach in morals, manners, or knowledge? What taste did it cultivate? How much patriotism did it arouse? How much better were the pupils for learning it? Schools, lessons, and teachers that do not bring about these results are failures. Whose fault was it this time?

THE JOURNAL has always done much to raise the standard of teaching. Your last generous donation to the cause, in the shape of those valuable supplements, should bring you the thanks of all good teachers engaged in the work.

Newark, N. J.

PRINCIPAL W. M. GIFFIN.

OUR NEW CLUB RATES for the SCHOOL JOURNAL for 1889: 2 new subscriptions, \$4.50; 1 new subscription and 1 renewal, \$4.50; 5 new subscriptions, \$10.00; 1 renewal and 4 new subscriptions, \$10.00.

WE hear that Superintendent Gregory, late principal in Newark, and now superintendent at Trenton is grading the schools under his care and harmonizing all the elements in accordance with the best educational light of the present.

THE National Association of Superintendence will meet in Washington, D. C., March 6, 7, 8. A full program is preparing, and all interested in higher educational work will not fail to attend, if possible. The full account of what may be expected will soon be ready.

#### BAY STATE WISDOM.

SIFTED OUT OF THE RECENT MEETING OF THE MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

WM. J. ROLFE, Litt. D.—"It is obvious, then, that, whatever else may have to be omitted or treated superficially in the grammar-school course, the *English language* should not be so treated. If necessary, throw away half of the arithmetic and two-thirds of the geography, and give the time thus saved to English. Even if history, as generally studied, is cut down, the loss can be more than made up by judicious selections of historical matter, both prose and verse, for a part of the study in literature.

As to the details of the course, little can be said in a half-hour paper. Technical grammar should have a subordinate place, being used solely as a means, not as an end. So far as it really helps to attain the results we are aiming at, let it be utilized, but no farther. Whatever of grammar is taught, however, should be taught correctly, which is rarely done. The writers of school manuals of grammar often know little of the history of the language, and teachers know less; and, what is more unfortunate, this ignorance incapacitates them for teaching well the little they do know."

ALEXANDER E. FRYE.—"Geography consists of a natural sequence of subjects beginning in the primary grades and unfolding along the entire course. The study of the great continental slopes should be the basis of the work, because they determine the rainfall and drainage of the earth, and thus affect the distribution of soil. Moreover, the high slopes (by modifying climate and distributing soil) condition the arrangement of vegetation in great garden spots; also, the dispersal of animals, confining them to vast natural regions.

The cities of the world should be studied as centers of trade for these natural production belts; and the countries should be located by means of the great natural features which have largely determined their limits."

GEO. M. WAHL.—"Examinations, in a German Gymnasium, occur twice a year, but are not a predominant feature in the course, as good work throughout the half year is considered of much more importance for transferring a student from one class to another. He who either by want of application, or want of ability for intellectual life, proves himself unfit for a higher class, is not transferred, and is finally advised to take up another pursuit in life. Only the final examination, the so-called examination of maturity, plays an important part in the curriculum. One week is given to written examinations. A German, Latin, and French essay is written, under supervision of the leaders, on three consecutive days, about eight hours being allowed for each essay. A Greek translation, from the German at sight, takes place the fourth day. A mathematical paper is written the fifth day, and a Latin translation from German dictation the sixth day. A few weeks after the written examinations, one day is devoted to oral examinations on all subjects, in the presence of all the faculty and a state commissioner. The diploma states the advancement the student has attained in every branch of classics and in general culture."

GEORGE A. WALTON.—"Reading in advanced classes is of two kinds, silent and oral; the former being the act of the reader in forming in his own mind ideas and thoughts occasioned by written words and sentences; the latter, the act of the reader in uttering words and sentences so as to excite similar ideas and thoughts in the minds of others. The definition restricts the process of reading to thinking and expressing thought.

The principal use made of reading is to inform the reader, and for this purpose silent reading is almost exclusively used. Oral reading involves the preliminary or nearly coincident act of silent reading, and its quality depends quite largely upon the character of the reader's preliminary silent reading."

GEO. H. MARTIN.—"The work of the country schools in English language, is far behind that of other schools.

The pupils are confined to a single series of readers. They have scarcely any reference books and no collateral reading. The catechetical mode of examination prevails, and there is consequently little opportunity for oral expression. Regular work in written language is the exception, and few of the pupils of grammar school age can write a good business letter. Many boys from twelve to fourteen years of age can scarcely read or write."

THOMAS M. BALLIET, Ph.D.—"In its broadest sense the word *habit* includes reflex action and instinct as well as habit in the restricted sense of the term. In this discussion, the term will be used in its broad sense. The three modes of activity have so much in common, and merge into each other so gradually that it is impossible to draw a sharp line of demarcation between them. Reflex actions and instincts are habits acquired by the race and inherited by the individual. Habits in the restricted sense are acquired by the individual.

Habit is formed by repetition. Every action, physical or mental, involves molecular changes in the nerves. By repeating these changes they become permanently registered on the nerves, and become, as it were, *lines of least resistance*. The more these lines of least resistance become opened, the less voluntary effort is required to perform the act involved. After a great number of repetitions they become so thoroughly opened that the act becomes non-voluntary, or automatic. Such modification of the nerves may be inherited and thus become a habit of the race, or an instinct. This law makes it possible for a father to bequeath his sins to his children quite contrary to his will."

SECRETARY JOHN W. DICKINSON.—"In Massachusetts the non-sectarian character of the public school has always been its most distinctive feature. The people have always believed that while religion is a matter of vital concern to the individual, nevertheless it is wholly voluntary and personal; that every person should regulate his spiritual life according to the dictates of his own conscience, free from the controlling power of public authority; and that all religious bodies are 'voluntary associations of families holding the same religious doctrines, and that the training of children in any form of religious belief, belongs wholly and exclusively to the family and to the church.'

The people will never submit to a general tax for ecclesiastical objects, concerning which the state has no right to express an opinion, and over which it has no right to exercise any control. They will wisely submit to support, from public funds, those public educational institutions, whose exclusive aim it is to train their pupils to become intelligent, virtuous, loyal citizens of our free commonwealth.

History and reason both testify to the fact that whatever we would have appear in the citizen or in the state, we must first put into the schools. In a democratic state every child should be trained as though he were an end unto himself, and at the same time as though he were a part of the state, whose institutions he is expected to support and perpetuate. We have found that the permanence of a free state depends on two things: 1, on the intelligence and virtue of its individual citizens; 2, on that disposition to think alike and to act alike, which is necessary to make of them a homogeneous people. If we add to individual culture that which develops the national spirit, we shall lay the same foundation for free institutions, and for a state governed by self imposed rules."

#### REFORM OUR SPELLING.

By REBECCA DOUGLASS.

For many years I have waited for our great educational giants to strike such a blow at the absurdity of our system of spelling, that its friends would have been compelled to put on their strongest armor in its defence.

With the exception of an article in one of our educational papers, sneering at somebody who was bold enough to suggest that we should introduce a little common sense into our spelling, I have scarcely seen the subject mentioned.

Of the absurdity of our spelling so much has been said and written, that it would be a waste of time to enter into the subject, but from an economic point of view it deserves our most careful thought.

More than one hundred years ago, the Americans threw off the British rule, because they would not submit to be taxed without representation; yet, like the patient people that they are, they have paid a heavier tax to British custom than the stamp act would have



imposed. Everybody pays the tax, but nobody gets the benefit.

I think it is safe to assert that every child spends at least one-tenth of his first four years in learning to spell, what, with a rational system he could learn in a few months.

Every letter that is written, every piece of literary work that is either written or printed, involves a waste of time, by the superfluous letters introduced.

At the very outset of our search for better methods of teaching any subject, the question, "Why do I teach it?" should come before the question, "How shall I teach it?"

In what way is the child to be benefited by the study of this subject? Will it help him to think? Will he be better fitted to compete with his fellows in the struggle for existence? or will it in any way help to develop or strengthen his character? If to all our questions we receive only an empty echo for answer, let us be honest to ourselves and acknowledge that it is useless, that we teach it because custom demands it, and that we are ready for the better way just as soon as public opinion can be brought to accept it.

It is a terrible hindrance to every child's intellectual progress. On the very threshold of life he is introduced to the most illogical system that could be invented.

He finds that the same causes are constantly having different effects, and that entirely different causes give like effects.

Shall the reproach be cast at us that we are opposed to any reform that will help the children?

It may not come in our time for all our trying, but we can at least enter our protest against robbing the children of the United States of their birthright,—by taxation without representation.

G. S. No. 37, New York.

#### SEQUEL TO "A PSYCHOLOGICAL STUDY."

By MAY MACKINTOSH.

Nearly a year having passed, since the writing of the article published in the SCHOOL JOURNAL of December 1, 1888, I am in a position to add a few details to M.'s story. First, however, I must correct the statement that the child only became known to my friend a year ago. If my manuscript said so, I must have been very absent-minded at the moment, for one year's experience of any character would not justify despair of finding any means of reformation. Miss K. has known her since 1882, and the child has lived with us for nearly five years, from 1883 to the present date. My first paper says that the child M. only stole money once. Since then, stealing money has become habitual; or "losing" it, as she says, though we have ample proof of how it was lost by finding big packages of candy and peanuts hidden away in her room.

We tried giving her money which she might spend as she liked; the only condition being that she should tell us beforehand what she wished to buy, and put down in her little account book what she spent. We exercised no power of veto in any case, because we wanted her to gain experience in the use of money. Besides this, she had a certain sum every month, from which to buy pins, needles, ribbons, and other small necessities of which she also had to keep account.

However, the secretiveness of her nature would not allow her to be open. She took her own money, until she had none, and then helped herself to ours, although she knew that accounts were balanced every night.

She lives in and for the present, more than any human being I have ever had the chance of observing. Rather the most trivial momentary indulgence of laziness or lower instincts than escape from future punishment, however severe.

She has raised many a problem for future solution—such problems as may not easily be solved. We have to confess ourselves utterly defeated; we cannot any longer act as daily judges and executioners, for health and strength are giving way under the Sisyphus ordeal, and though we would both gladly "spend and be spent" did we feel that there was the slightest ray of hope, we cannot spend strength for nothing. She is soon going back to her father, who is now married again, and as he is a small farmer in the West, she may be more removed from temptation. Her father says, if she comes back to him she must work in the fields all day as a laborer. And this child could have such a different fate, if only her moral nature could be straightened and strengthened, for her natural abilities are fine.

Her case has made me very seriously doubt the full

responsibility of hereditary criminals, and I am fully aware what a door such a possibility opens into little-traveled regions of thought. I can hardly dare to hope that her case would prove an unusual one, if there were more opportunities for close observation of children of criminal parents on one or both sides.

#### A COMPULSORY EDUCATION LAW NEEDED.

##### OTHER MATTERS.

Superintendent McMillan, of Utica, N. Y., says in his recent annual report that the whole number of pupils enrolled during the year was 6,474 and the average attendance 4,703. There was a noticeable falling off in the attendance in the evening schools, principally on account of the lack of parental authority. He says that "under this constant strain of physical labor, encroaching often upon needed hours of rest, together with a depressed condition of the nervous forces sure to follow, it were indeed a marvel of endurance if these overworked children should not shrink at the close of the day's labors from entering upon new tasks, but rather seek recreation, or perhaps needed repose. It is just here that we greatly feel the need of a compulsory education law, which should compel parents and guardians to give these children such advantages as are here available, which, to this class, would prove the noblest of benefactions. A general law of this character rigidly enforced would in effect remove these disabilities from this class and enable them to enter our day schools, where they could acquire that fair business education which the state provides and to which they are justly entitled."

There has been a great advance in school work within a few years. The art of writing was formerly thought too difficult for primary pupils. Now, however, pupils in this department can write legibly, read script with ease, and are well prepared to make rapid improvement when transferred to a higher grade. The work of the intermediate grades has also been extended and made more practical. Marked progress is shown in the advanced school, both by shortening the time allotted to some branches and by more frequent transfers to higher grades, irrespective of the yearly promotions.

No rule of the board is more strictly observed than that relating to morals and manners. Superintendent McMillan infers that the cases of gross violation of the rule are rare, as very few such cases have been referred to him. The teachers use their greatest efforts to suppress juvenile immorality and to inculcate precepts of personal purity, truth, and honor.

## THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

#### TWENTY QUESTIONS ABOUT RAILWAYS.

1. How many miles of railway in the United States?
2. How much have they cost?
3. How many people are employed by them?
4. What is the fastest time made by a train?
5. What is the cost of a high-class, eight-wheel passenger locomotive?
6. What is the longest mileage operated by a single system?
7. What is the cost of a palace sleeping car?
8. What is the longest railway bridge span in the United States?
9. What is the highest railroad bridge in the United States?
10. Who built the first locomotive in the United States?
11. What road carries the largest number of passengers?
12. What is the average daily earning of an American locomotive?
13. What is the longest American railway tunnel?
14. What is the average cost of constructing a mile of railroad?
15. Where and when was the first sleeping car used?
16. What are the chances of fatal accident in railway travel?
17. What line of railway extends furthest east and west?
18. How long does a street rail last, with average wear?
19. What road carries the largest number of commuters?
20. What is the fastest time made between Jersey City and San Francisco?

#### ANSWERS.

1. 150,000 miles; about half the mileage of the world.
2. \$9,000,000,000.
3. More than 1,000,000.
4. 422  $\frac{1}{2}$  miles in 7 hours, 23 minutes (443 minutes); one mile being made in 41  $\frac{1}{4}$  seconds, on the West Shore Railroad, New York.
5. About \$8,500.
6. Atchison, Topeka and Santa Fe system, about 8,000 miles.
7. About \$15,000 or \$17,000 if "vestibuled."
8. Cantilever span in Poughkeepsie bridge, 548 feet.
9. Kinzua Viaduct, on the Erie Road, 305 feet high.
10. Peter Cooper.
11. Manhattan Elevated Railroad, New York; 525,000 a day, or 191,625,000 yearly.
12. About \$100.
13. Hoosac Tunnel, on the Fitchburg Railway. (4  $\frac{1}{2}$  miles.)
14. At the present time about \$30,000.
15. Upon the Cumberland Valley Railroad of Pennsylvania; from 1836 to 1848.
16. One killed in ten million. Statistics show more are killed by falling out of windows than in railway accidents.
17. Canadian Pacific Railway, running from Quebec to the Pacific Ocean.
18. About eighteen years.
19. Illinois Central, 4,828,138, in 1887.
20. 3 days, 7 hours, 39 minutes, and 16 seconds. Special theatrical train, June, 1876.

#### TEN RULES FOR LOSING CONTROL OF A SCHOOL.

1. Neglect to furnish each pupil plenty of suitable seat-work.
2. Make commands that you do not or cannot secure the execution of. Occasionally make a demand with which it is impossible to comply.
3. Be frivolous, and joke pupils to such an extent that they will be forced to talk back. In this way they will soon learn to be impertinent in earnest. Or be so cold and formal as to repel them.
4. Allow pupils to find out that they can annoy you.
5. Promise more in your pleasant moods than you can perform, and threaten more in your cross moods than you intend to perform.
6. Be so variable in your moods that what was allowable yesterday will be criminal to-day, or vice versa.
7. Be overbearing to one class of pupils and obsequious to another class.
8. Utterly ignore the little formalities and courtesies of life in the treatment of your pupils in school and elsewhere.
9. Regard the body, mind, and soul of a child utterly unworthy of study and care. Let it be a matter of indifference to you whether a child is comfortable or uncomfortable. Regard it unimportant why a child enjoys one thing and dislikes another, and that it is not your business to aid him in forming a worthy character.
10. Let your deportment toward parents and officers be such as will cause a loss of their respect and confidence.

One or more of these rules carefully executed will secure the end in view.—From "SHAW & DONNELL'S SCHOOL DEVICES," last edition.

#### SCHOOL-ROOM DECORATIONS.

As Christmas is at hand, and New Year will follow right after, many teachers are asking the question, "How can we decorate our school-room?" There are many ways of doing this. First of all, there should be neatness and order. If anything is out of joint, let it be put in joint. Look after the curtains, look after all broken desks; see to the stove and stovepipe; see that the books are properly arranged on their shelves. The very best decoration a school-room can have is cleanliness, scrupulous neatness, and perfect order.

#### PICTURES.

Having accomplished this, then, if possible, fill the room with pictures. These can be borrowed from interested friends for a time. Nothing gives a room a more cheerful aspect than well framed and beautiful pictures. It is not necessary that there should be hanging on the walls of the school-room pictures of eminent educators; there can be landscapes, fancy engravings, appropriate to be received into good society. Evergreens placed here and there over these pictures will add



very much to their appearance, but they should not be overloaded. A little here and there appropriately placed and skillfully arranged, will look far more tasteful and attractive than masses of material put around without much thought.

#### COLORS CAMBRIC.

Strips of colored cambric, red, white, and blue, can be arranged around the room so as to present a very tasteful appearance. This cloth can be bought of the merchant with the privilege of returning it minus a stipulated discount. Long strips of this material can be twisted and placed around the room as a cornice, or it can be hung in festoons over the windows and above the doors and in various places, as the taste and judgment of the teacher may suggest.

#### EVERGREENS.

Evergreens are always in order, but do not cumber the room with them. We have seen a whole tree brought into a room and put in the corner, interfering with space and comfort. Evergreens may be made very attractive, and then again they can be made very unattractive. Study this evergreen subject very carefully and make up your mind exactly what you want to do before you commence. A great deal of valuable time and patience is wasted on account of want of method and plan. One or two persons should have charge of the decoration; on no account should there be more than three, or else there will be sure to be difficulty, as taste and judgment differ so much; it would be better if the whole decorating could be left to one person of ability; the result would be more likely to be satisfactory than if left to three.

#### A LOAN EXHIBITION.

Objects of interest placed in different parts of the room, borrowed from kind friends, are always excellent decorations. It should be understood that these are not to be handled, but simply to be looked at. An old Revolutionary musket, an Indian bow and arrow, a large Japanese vase, a few Chinese umbrellas put in the upper corners of the room, opened, and various other articles, such as may be within reach of the teacher, will add interest. Anything that pleases the eye is decoration; it is not necessary that it should be of the picture nature or the evergreen character. The selection can be made from a great number of suggestions.

#### TISSUE PAPER.

Colored tissue paper, cut in fancy forms and tastefully arranged, may be made to give very pleasing effects. We have seen excellent results obtained from this paper, but it requires more taste and more knowledge of detail with colored papers than any other method of decoration. It may be made to appear very tawdry and coarse, or it may be made to look very tasteful and attractive.

#### PLANTS AND FLOWERS.

Flowers and green leaved plants are always in order, if the room is well lighted. Pots of growing plants placed in the windows and carefully taken care of, will add very much to the beauty of the room. But these plants must be healthy and vigorous; a dead stick with a few leaves here and there on it, is not a very attractive object; it is only when the plant is in full bloom, or full of fresh green leaves, and has the appearance of health and vigor, that it affords a pleasing effect.

Mottoes, placed around the room in various places, are always very pleasing, especially if the sentiment expressed is good. The following mottoes are excellent:

Welcome!!!

Let us rejoice and be glad.

We are happy to see our friends.

Merry Christmas to all.

A Happy New Year—to fathers, mothers, brothers, sisters, and friends.

All the pupils of this school greet their friends to-day.

The teachers welcome their visitors.

View us with a critic's eye, but pass our imperfections by.

#### WORK DONE BY PUPILS.

##### Best kind of Decorations.

The best kind of decorations possible are those that show the educational progress of the school. They certainly will be considered, by the intelligent visitors, by far the most important and most attractive. Maps neatly drawn and tastefully tinted are always good; but these should not be the special work of a few talented children, but they should be specimens of the average work of all the pupils. As such they will be considered of great value by those who visit the school. A few excellent maps made with great care, by one or two of the pupils, do not show the work of the school and

therefore are not decorations, in the proper sense of the word.

In addition to the maps, articles made by the pupils' own hands are always beautiful, even though they may not be in themselves very handsome or valuable. Beauty is closely allied to fitness. A child four years old will make an article that any one will call very beautiful, but it would be far from beautiful if made by a girl of eighteen. The numberless articles of kindergarten work would be an admirable display. It is not necessary to specify them here; any book on kindergarten training will indicate what they are.

Specimens of penmanship, specimens of drawing, specimens of molding in clay and sand—these will give a hint to all teachers, but the careful readers of the SCHOOL JOURNAL need not be told what children can do with their hands that will always attract the interested inspection of intelligent fathers, mothers, and patrons.

#### LESSONS IN POLITICS.—II.

By CARRIE A. SMITH, Willmar, Minn.

TOPIC: Origin of political parties.

OBJECT: (a) To teach the pupils what a political party is.

(b) What the ballot is.

(c) What a party platform is.

Perhaps it would be well, before beginning the lesson proper, to review the political history of the country from the close of the Revolutionary War to the meeting of the Federal convention in Philadelphia, May, 1787.

The child should be told: *first*, the difference between a body of men in sympathy with a certain form of government, yet having no power to influence the course of government (as the Tories of the Revolution), and a party of men having the right to exercise the functions of government; *second*, that the several congresses of delegates learned to exercise this function during the Revolutionary War, and although there were no party contests, yet these congresses were recognized, and attended by the American Whigs, often spoken of as the first American political party; *third*, that the names "Whig" and "Tory" were dropped as soon as the war closed, because there was no further use for them after the United States became independent; that question was forever settled, and if the people again took sides, it must be upon some new question of interest to the states.

Teacher.—What was the one main question before the people at the close of the war?

Pupil.—How to form a more perfect union.

Teacher.—Why was it necessary to unite into a firm government for peace as well as in war?

Pupil.—Because without a national government they could do nothing either at home or abroad. If trouble occurred among the states, there was no one to settle the difficulty, etc.

After reviewing the "Articles of Confederation" and their defects, take up the "Federal Convention," and the "Adoption of the Constitution." Tell the children about Washington, Hamilton, Madison; how these men talked about the state of affairs, and what steps should be taken to remedy the evil, and finally proposed a convention of state delegates to find some way of forming a better government; how each state sent her best men, and after four months of thinking, debating, etc., the convention agreed upon the Constitution of the United States.

Teacher.—After the Constitution was agreed upon by the convention, when was it to go into force?

Pupil.—When nine states approved of it.

Teacher.—How were the states to decide?

Pupil.—The convention of each state was to decide for that state.

Teacher.—What had the people to say about it?

Pupil.—They elected the convention.

Teacher.—Were the people all agreed upon the Constitution?

Pupil.—They were not. Some favored it, and some opposed it.

Teacher.—To what did this lead?

Pupil.—To the division of the people into two parties; those for the Constitution were called Federalists; and those opposed to it were called Anti-Federalists.

Teacher.—Were the Anti-Federalists really opposed to adopting any Constitution?

Pupil.—No; they did not like some parts of the one proposed, and besides they were afraid it would not succeed if adopted.

Teacher.—How long did the contest last?

Pupil.—Nearly a year, but the Federalists were successful.

Teacher.—What men greatly influenced the people in their decision?

Pupil.—Washington and Franklin.

Here is a good place to pause in teaching the facts of history, and talk about the influence of these men, and influence in general; how careful each citizen should be to act, so that the people will have confidence in his opinions. Now is also the time to talk to the children about "what a political party is," the ballot, etc.

Teacher.—Why do you think it is better to let the people decide important questions of the government, instead of leaving it to a few?

Pupil.—Because we believe that a majority of the citizens will decide upon what is just and right.

Teacher.—How can you tell what the majority want upon any question?

Pupil.—By the ballot.

Teacher.—What ought the citizen to tell by his vote?

Pupil.—His honest opinion upon the question under consideration.

Teacher.—Then how should the citizen always vote?

Pupil.—He should vote for what he honestly believes to be for the general welfare of the people.

Teacher.—Suppose you have a friend who is running for a certain office, but does not believe as you do about the question under consideration, should you vote for him?

The teacher will, very likely, get several different opinions upon this question; and now is his opportunity to impress upon the young minds that "the ballot is not a personal privilege, but a public trust." Tell the children that a man has a right to aid a friend by all personal means that do not interfere with his public trust; but when he votes, he should vote for a principle, and not for the personal benefit of some friend. Everything should be left out of the question save those principles which, by being formed into laws, will promote the general welfare of the people.

Teacher.—When a number of citizens are agreed upon some principle which they wish to make a law, what do we call such an organization?

Pupil.—A political party.

Teacher.—If there is no common question upon which the people are united, can the party be properly called a political party?

Pupil.—It cannot, for citizens should form a party only to enforce some principle.

Teacher.—For what purpose, then, should a person unite with a party?

Pupil.—To secure the triumph of that which he believes to be right.

Teacher.—Should you join a party for private interests?

Pupil.—Not unless those interests are in a line with the general good of the people.

Teacher.—When should a citizen leave a party?

Pupil.—As soon as he finds it is working for selfish purposes, and not the general welfare.

NOTE.—The answers given here are simply model answers, and represent the thought the teacher wishes to impress upon the child's mind. We often find the young minds full of many strange ideas, and often erroneous ones, respecting the ballot different parties, etc.; but with the point which he wishes to make by each question, fully settled in his own mind, the teacher can lead the child mind to form correct ideas of the important duties of citizenship.

#### TEXT-BOOKS FOR DEAF MUTES.

Mr. Paul Binner, director of the public school for deaf mutes at Milwaukee, Wis., is preparing a series of readers for use in the school. He thus explains why the ordinary primers and readers are not available:

Oral speech is, in any case, acquired by imitation. The hearing child intuitively reproduces the sounds it hears; and, conversely, the deaf child remains dumb unless taught by sight and touch to imitate the sounds whereby thought is crystallized and expressed. The mind of the deaf mute, in so far as by signs, gestures, and facial expression the child has not consciously striven to express itself, may be likened to a kaleidoscope of ever shifting pictures, or at best to a steadily unrolling panorama, wherein the successive images follow without causal connection. The consciousness of such a child is merely a jumble of impressions. The hearing child enters school with a fairly large oral vocabulary, and its thinking capacity is gauged by the facility and correctness with which it lays hold of, arranges, and explains facts by means of it. The deaf mute not only lacks this vocabulary, but also the power to think resultant therefrom. It goes without saying, therefore, that ordinary reading charts and primers, constructed as they are chiefly for the purpose of eye-drill in the unphonetic absurdities of our language, cannot aid in giving the deaf mute a command of words useful and thought-engendering. No such senseless juggling with short "a's" as "Mr. Bat has a bat and a bat" will feed the thought-hungry deaf mute.



## RECEPTION DAY.

## A NEW YEAR EXERCISE.

By DR. LE ROY BATES.

*Preparation.*—Make wreaths and other ornamental designs of pressed autumn leaves, grains, and grasses. Do not use green, such as arbor vite, cedars, and other evergreens. Procure a sheaf of wheat or oats or both, and a sickle or scythe. Place these in prominent and tasteful positions about the platform, and in such a manner that they can be easily removed. A little white cotton might be used to represent snow. In a conspicuous place among the decorations place the number 1888, made of white. This will readily be understood as representing the old year.

## PART I.

## 1. SONG.—

## "THE MEETING."

Welcome, welcome, welcome is this meeting,  
Which with joy has filled each breast;  
Friends, accept our honest greeting,  
Welcome here to every guest;  
Life has not a greater treasure  
Than the friends whose love we gain;  
Absence pains, but sweeter's pleasure,  
When at last we meet again.

## Chorus—

Welcome, welcome, now we all rejoice,  
With cheerful heart and voice;  
May we ever thus unite together,  
And only part to meet again.  
Cheerful, cheerful, cheerful be each fellow,  
Met a pleasant hour to spend;  
Let the song be sweet and mellow,  
Here in harmony we blend;  
Life is ever worth enjoying,  
With a friend whose heart is true;  
Care, begone, no more, no more annoying,  
Friendship, here we treasure you.

## Chorus—

Music can be found on page 92 of "The Nightingale."

## 2. Let the entire school repeat in concert:

"Time is the cradle of hope, but the grave of ambition; the salutary counselor of the wise, but the stern corrector of fools. Wisdom walks before it, opportunity with it, and repentance behind it. He that has made it his friend, will have little to fear from his enemies; but he that has made it his enemy, will have but little to hope from his friends." —LACON.

## 3. READING.—By a little boy.

## "TO-MORROW."

A bright little boy with laughing face,  
Whose every motion was full of grace,  
Who knew no trouble and feared no care,  
Was the light of our household—the youngest there.

He was too young—this little elf—  
With troublesome questions to vex himself,  
But for many days a thought would rise,  
And bring a shade to the dancing eyes.

He went to one whom he thought more wise  
Than any other beneath the skies:  
"Mother,"—O word that makes the home!—  
"Tell me, when will to-morrow come?"

"It is almost night," the mother said,  
"And time for my boy to be in bed;  
When you wake up and it's day again,  
It will be to-morrow, my darling, then."

The little boy slept through all the night,  
But woke with the first red streak of light;  
He pressed a kiss on his mother's brow,  
And whispered, "Is it to-morrow now?"

"No, little Eddie, this is to-day;  
To-morrow is always one night away."  
He pondered awhile, but joys came fast,  
And this vexing question quickly passed.

But it came again with the shades of night,  
"Will it be to-morrow when it is light?"  
From years to come, he seemed care to borrow,  
He tried so hard to catch to-morrow.

"You can not catch, it my little Ted;  
Enjoy to-day," the mother said;  
"Some wait for to-morrow through many a year—  
It always is coming, but never is here."

## 4. RECITATION.—By a girl.

## "TO-DAY AND TO-MORROW."

If fortune, with a smiling face,  
Strew roses on our way,

When shall we stoop to pick them up?—  
To-day, my friend, to-day.  
But should she frown with face of care,  
And talk of coming sorrow,  
When shall we grieve, if grieve we must?—  
To-morrow, friend, to-morrow.

If those who wrong us own their fault,  
And kindly pity pray,  
When shall we listen and forgive?—  
To-day, my friend, to-day.  
But if stern justice urge rebuke,  
And warmth from memory borrow,  
When shall we chide, if chide we dare?—  
To-morrow, friend, to-morrow.

If those to whom we owe a debt  
Are harmed unless we pay,  
When shall we struggle to be just?—  
To-day, my friend, to-day.  
But if our debtor fail our hope,  
And plead his ruin thorough,  
When shall we weigh his breach of faith?  
To-morrow, friend, to-morrow.

For virtuous acts and harmless joys  
The minutes will not stay;—  
We've always time to welcome them  
To-day, my friend, to-day.  
But care, resentment, angry words,  
And unavailing sorrow,  
Come far too soon, if they appear,  
To-morrow, friend, to-morrow.

## 5. ESSAY.—By a boy.

## "SNOW."

Outline: 1. Crystals. (Have drawings of them previously placed on the board to illustrate.) 2. It protects plants and roots. 3. It is a mantle of charity covering up rubbish. 4. Its beauty in the sun. 5. The pleasures of sleighing; of coasting; of snowballing. 6. Incidents or anecdotes.

## 6. RECITATION.—

## NEW YEAR SONG.

They say that the Year is old and gray,  
That his eyes are dim with sorrow;  
But what care we, though he pass away?  
For the New Year comes to-morrow.  
No sighs have we for the roses fled,  
No tears for the vanished summer;  
Fresh flowers will spring where the old are dead,  
To welcome the glad new-comer.

He brings us a gift from the beautiful land  
We see, in our rosy dreaming,  
Where the wonderful castles of fancy stand  
In magical sunshine gleaming.  
Then sing, young hearts that are full of cheer,  
With never a thought of sorrow;  
The old goes out, but the glad young year  
Comes merrily in to-morrow.

—MRS. EMILY HUNTINGTON MILLER.

## 7. MUSIC.—

## 8. RECITATION.—

Ring out wild bells, to the wild sky,  
The flying cloud, the frosty light,  
The year is dying in the night;  
Ring out, wild bells, and let him die.

Ring out the old, ring in the new,  
Ring, happy bells, across the snow,  
The year is going, let him go;  
Ring out the false, ring in the true.

Ring out the want, the care, the sin,  
The faithless coldness of the times;  
Ring out, ring out my mournful rhymes,  
But ring the fuller minstrel in.

Ring out false pride in place and blood,  
The civic slander and the spite;  
Ring in the love of truth and right,  
Ring in the common love of good.

Ring in the valiant man and free,  
The larger heart, the kinder hand;  
Ring out the darkness of the land,  
Ring in the Christ that is to be.

—TENNYSON.

## 9. THE OLD YEAR.—

The white dawn glimmered, and he said, "Tis day?"  
The east was reddening, and he sighed, "Farewell!"  
The herald sun came forth, and he was dead.

Life was in all his veins but yesternoon,  
And ruddy health seemed laughing on his lips;  
Now he is dust, and will not breathe again!

Give him a place to lay his regal head,  
Give him a tomb beside his brother's grave,  
Give him a tablet for his deeds and name!

Hear the new voice that claims the vacant throne,  
Take the new hand outstretched to meet thy kiss;  
But give the Past—'tis all thou canst—thy tears!

—JAMES T. FIELDS.

## 10. READING.—By a little girl.

## "THE FIFTEEN FAIRIES."

Aunt Nellie sat thinking. It was only a week until Christmas, and she had nothing ready for her little niece who lived in a distant city.

At last with a look of relief she said: "I have thought of something! I know it will please her."

She then wrote a letter to Mary's Mamma and folded into it a crisp bank-note.

On New Year's morning Mary opened her eyes upon a bright silver quarter which lay upon her pillow. By the side of it was a tiny note which read as follows:

"Dear Mary: I am one of fifteen fairies which are to appear to-day, with a Christmas greeting from Aunt Nellie."

"O how nice!" said Mary. "What a funny Auntie; always doing something different from other people."

Wide awake, she jumped out of bed and began to dress.

She found a shining piece of silver in the foot of each of her stockings, two of Aunt Nellie's fairies were in her shoes, another faced her in the wash-bowl, and a wee one was in the box beside her brush and comb.

"These will almost fill my poor, little empty purse," she thought, as she took it from a drawer and touched the spring—but in the purse was a bigger fairy than had yet appeared!

Such a merry time as she had dressing that morning! She kept calling Mamma in, and how they laughed over each new fairy that appeared.

At breakfast, she was served first to a silver quarter,—another shone in her glass of water.

She wondered if the chicken and rolls would turn into silver when she began to eat them.

How many times that morning she counted her ten silver fairies! but she hunted in vain for the other five.

Fairy number eleven did not appear until dinner time, when it flew out of her napkin, and its silver mate came with the dessert.

Mary spent a happy afternoon, planning what to buy with her fairies. Some of them should turn into a pair of warm mittens for poor Tommy Smith.

She would carry a basket of frosted cakes to poor, blind Ann, and a pretty doll to a little lame girl round the corner.

But Mamma was calling her to get ready for a walk. When she felt in the pocket of her dress for her mittens, she found instead, a fairy. Another peeped out from the bow on her hat in a laughable way.

That night at supper a little cake was placed before Mary's plate, and fairy number fourteen came near being eaten, but appeared just in time to be saved from such a fate.

The last of Aunt Nellie's fairies was resting quietly on her pillow when she went to bed.

Early next morning Mary turned her fairies into the queerest shaped bundles, and her big basket was quite full.

What fun she had in giving away her presents!

"Why, it's nicer than my Christmas, Mamma," she whispered as she turned to leave the little lame girl whom she had made so happy with her first doll.

So many hearts were made glad that day, and the whole long year, by Aunt Nellie's fifteen fairies.

## 11. RECITATION.—By a young lady.

## "THE DEATH OF THE OLD YEAR."

Full knee-deep lies the winter snow,  
And the winter winds are wearily sighing;  
Toll ye the church bell sad and low,  
And tread softly and speak low,  
For the old year lies a-dying.  
Old year, you must not die;  
You came to us so readily,  
You lived with us so steadily,  
Old year, you shall not die.

He lieth still; he doth not move;  
He will not see the dawn of day,  
He hath no other life above,



He gave me a friend, a true, true-love,  
And the New Year will take 'em away.  
Old year, you must not go;  
So long as you have been with us,  
Such joy as you have seen with us,  
Old year, you shall not go.

He froth'd his bumpers to the brim;  
A jollier year we shall not see.  
But tho' his eyes are waxing dim,  
And tho' his foes speak ill of him,  
He was a friend to me.  
Old year, you shall not die;  
We did so laugh and cry with you,  
I've half a mind to die with you,  
Old year, if you must die.

He was so full of joke and jest,  
But all his merry quips are o'er.  
To see him die, across the waste  
His son and heir doth ride post-haste,  
But he'll be dead before.  
Every one for his own;  
The night is starry and cold, my friend,  
And the New Year blithe and bold, my friend.  
Comes up to take his own.

How hard he breathes! Over the snow  
I heard just now the crowing cock,  
The shadows flicker to and fro;  
The cricket chirps! the light burns low!  
'Tis nearly twelve o'clock.  
Shake hands, before you die;  
Old year, we'll dearly rue for you:  
What is it we can do for you?  
Speak out before you die.

His face is growing sharp and thin:  
Alack! our friend is gone!  
Close up his eyes; tie up his chin:  
Step from the corpse, and let him in  
That standeth there alone,  
And waiteth at the door.  
There's a new foot on the floor, my friend,  
And a new face at the door, my friend,  
A new face at the door. —TENNYSON.

As soon as this young lady has finished, she should take up the sickle and sheaf of grain, and bear it from the room. Other pupils should immediately follow with all the other decorations.

## PART II.

*Preparation.*—A quantity of roped evergreen, evergreen wreaths, bouquets of flowers (artificial, if real cannot be had), eight or a dozen silvery toned bells. A black banner having a maroon or purple border, and on the banner in white letters, "Happy New Year." These letters may be cut from cardboard and covered with white cotton flannel. In a prominent place hang the number 1899 made of green. This will represent the new year.

1. Let there be a ringing of bells in the anteroom for one minute.
2. Let a procession enter the room bearing the decorations with the banner at the head, and all ringing bells.
3. Arrange the decorations.

## 4. Boy says.—

Clash, clash; peal the bells;  
New Year life their welcome tells,  
Wealth of sunny days to be,  
Sing the joy-bells gleefully;  
Golden hours and days we give—  
Hours and days in which to live,  
In the ways of truth and right,  
So the bells peal forth with might,  
Heralding a future bright;  
Clash, clash, peal the bells.

—G. WEATHERBY.

5. Let the boy bearing the banner stand in the central front of the platform with others about him, and sing the following to the tune of "Hallelujah, 'tis Done," Gospel Hymns No. 1, page 2:

On this joyous, long looked for, most welcome of days,  
We salute you, we greet you with banner and song.

## Chorus.—

Happy new year to you, happy new year to you,  
May the God of all mercies give blessings anew.

Let the sorrows and burdens of days that are past,  
Be forgot by you all in the joys of to-day.

## Chorus.—

May our Father vouchsafe his most bountiful care,  
To protect you and grant you a prosperous year.

## Chorus.—

## KRIS KRINGLE.

Christmas is coming, lo! list the sweet jingle  
Of silvery bells! they herald Kris Kringle.  
Full fleet are his steeds, they approach and are gone,  
Like the wind, and will circle the earth ere the dawn.

They'll visit the castle, and lowliest spot,  
Where innocence nestles, in crib or in cot;  
Will prance 'neath the boughs of the gay Christmas tree,  
Which Kris Kringle bespangles so right royally.

Kris Kringle, who is he? A large hearted sprite  
Whose round face is glowing with inward delight,  
Who loveth the children, and chiefly whose joys  
Are found in dispensing his holiday toys.

But how will he come? Quite past finding out  
Are the whims of this elf, as he journeys about;  
'Tis supposed that on high, o'er steeple and roof,  
Lies the way his steeds travel with swift-flying hoof.

That he whisks adown chimneys, spurning the door,  
And carefully glides along carpet and floor,  
'Till the stockings are reached, they hang in a row  
Just over the mantel, save baby's below.

How he chuckles and laughs, and fills to the brim,  
Each soft woolen garment there waiting for him!  
And fancies the murmur, or shout of surprise,  
As each pretty trifle greets wondering eyes!

Kris Kringle's a fancy; yet cherish it still,  
Ye daisy-crowned children, up climbing the hill  
Which leads to life's earnest, aye, difficult way,  
Where too oft you may sigh for the faith of to-day.

## THINGS OF TO-DAY.

A proposition has been made to admit Montana into the Union. [What must the population of a territory be to be admitted into the Union? What body votes to admit territories as states? Tell what you know about the climate, products, etc., of Montana.]

The United States grand jury in Baltimore urged the necessity of a vessel in which the marshal could serve warrants on the oyster pirates. [What do you know about the oyster industry? How are the claims of different men to the oyster beds marked off?]

It is said that there are likely to be two or three Americans among the new cardinals to be created. [What is the rank of a cardinal? Who holds the highest rank in the church? What other churches beside the Catholic church have bishops?]

The Forestry congress at Atlanta discussed the need of national legislation for the preservation of trees. [Why should the trees be preserved? What effect have they, if any, on the climate? What trees are indigenous to this climate? What is the distinction between a tree, a shrub, and an herb? Tell how fuel is obtained from the remains of past vegetation.]

The last boats for the season have passed through the Erie canal. [Between what points does the Erie canal extend? What is its importance in New York commerce? How do boats reach New York City from Buffalo?]

Charges are made that Anarchists are undermining the power of labor unions. [What do the Anarchists advocate? What is the object of labor unions? Why do the latter feel that in order to retain their influence it is necessary to free themselves from Anarchists?]

A large vein of coal has been discovered in Dakota. [In what states is coal found? How is it mined and taken to market? Name the different kinds of coal, and explain the differences between them. What is coke, and what is its use?]

## FACT AND RUMOR.

Gen. Fremont will return to California in a few weeks. [When was Gen. Fremont a candidate for the presidency? What do you know about his explorations? Where is the peak situated that is named after him? What is his record in the Civil War? Why did he resign his commission?]

Chief Justice Fuller is so nervous that he finds it difficult to sit still on the bench. [Who did he succeed? Name some of the famous chief justices. How are vacancies in this court filled? What are some of the other U. S. courts? Name the courts in your state.]

The Duke of Hamilton's mausoleum cost \$900,000. [What is a mausoleum? What motives are there for building splendid tombs? Why were the Egyptian pyramids erected? What are some of the modes of disposing of the dead practiced in ancient and modern times?]

Whittier is eighty-one years old. [What do you know of his connection with the movement against slavery? Who were the leading men in that movement? Mention some of Whittier's poems? What do you think his character is, judging from his writings?]

Rear-admiral Edward Simpson, of the United States Navy, died. [Mention the different naval offices in the order of rank. What part did the navy play in the Civil War? What famous battle took place in Hampton Roads? Name some of the principal naval officers of the war.]

Hood's Sarsaparilla is a great remedy for rheumatism. It has cured many severe cases.

## EDUCATIONAL NOTES.

## CALIFORNIA.

Senator Stanford is busily engaged at Palo Alto in superintending the work on the new Stanford University buildings. He hopes to have the university ready for opening next May, on the anniversary of his dead son's twenty-first birthday; but as this is impossible, owing to delays in building, ample time will be given for all preparation, and it will be at least eighteen months before the doors are opened to students. The faculty have not been selected, but if General Francis A. Walker will accept the position, he will be the president. Higher salaries will be paid than at any other American college, but the cost of living and the tuition for students will be reduced to \$150 per year. The founder declares that if he can do nothing more than is now accomplished in other colleges he will regard the university as a failure.

There is some difficulty at Berkeley in securing sufficient accommodations for students. A committee of the regents has been appointed to arrange for future contingencies.

It is said that 45 per cent. of the students at the state university are non-residents.

President Davis, of the state university has been requested by the board of regents to apply to Congressman Morrow for more rifles for the university battalion.

A United States experimental station is to be fitted up at Berkeley, under the supervision of the state university, at a cost not to exceed \$1,500.

A representative of Warner & Swasey, telescope mounters, is to be invited to visit Mount Hamilton, to adjust some mechanical defects in the mountings of the instruments.

The Placer county normal institute was held at Auburn, November 12, 13, 14, 15, and 16. C. H. McGrew, conductor; P. A. Garin, instructor in industrial drawing; R. F. Burns, county superintendent. Much interest in educational matters is shown in this county. T. S. PRICE.

## Marysville.

## COLORADO.

Supt. Fred Pischel, of La Veta, suggests changes in the school law, making the minimum length of term four months instead of three as now, and permitting districts to unite in establishing and maintaining high schools.

Ex-County Superintendent W. H. McCreary has opened an academy at Loveland. He is an intelligent and enthusiastic worker, and his many years of study, observation, and practice fit him admirably for the work he is now undertaking. J. H. FREEMAN.

## Saguache.

## INDIANA.

The ninth semi-annual convention of the city superintendents of Western Ohio and Eastern Indiana, met at Richmond, Ind., last month, and held a three days' session. Among the topics discussed by the superintendents were,—“The Superintendent's relation to the Board of Education;” “To what extent, if any, should a superintendent defend a teacher in error?” “General exercises—What shall they be, and how conducted?” “Training schools for teachers—can they be made successful in small cities?” “What shall be the test for promotion?” “Would the supplying of all text-books and materials by school boards be desirable?”

Program for State Teachers' Association, to be held at Indianapolis, Dec. 26, 27, 28, 1898.

WEDNESDAY EVENING, 8 O'CLOCK.—Addresses by retiring and incoming presidents, and miscellaneous business.

THURSDAY MORNING, 9 A.M.—“The Scope and Character of the Elementary Schools,”—by J. W. Layne, Supt. Evansville Schools; “The High School an Essential Part of the School System,”—J. A. Zeller, Prin. La Fayette High School.

THURSDAY AFTERNOON, 2 P.M.—“The relation of the instruction in each grade to that grade, and to the system.”—W. F. L. Sanders, Supt. Cambridge City schools.

“Observation and Experiment Essential in the Study of Children,”—Lillie J. Martin, Indianapolis High School. “The Scientific Method in Metaphysics Illustrated,”—S. S. Parr, De Pauw Normal School.

EVENING, 8 O'CLOCK.—Lecture—“The Windows of the Soul, or what shall the Common Schools teach?” W. T. Harris, of Concord, N. H.

FRIDAY, 9 A.M.—“The Educational Value of Manual Training,”—A. H. Kennedy, Supt. Rockport Schools. “The School in its relation to the community—Competitive,”—Supt. W. H. Wiley.

FRIDAY, 2 P.M.—Children's Reading Circle. JEO. R. WEATHERS.

## KANSAS.

Abilene has a school library of eight hundred volumes and \$600 to invest in new books. The walks and walls, now being built around the school-houses, will cost \$2,500. The Rawlins county schools are badly crippled by the absconding of the county treasurer with all the funds. The Kansas Wesleyan University has 115 students. Wichita has a school population of 9,760. The Winfield schools hire a teacher of music at a salary of \$300 per year. Several other cities contemplate a similar action. Prof. P. J. Williams, for many years professor of didactics in the state university, has resigned and his place will be filled by a younger man.

Leavenworth has 500 more pupils than last year. Geo. W. Wimers, of Junction City, is the state superintendent of schools elect. He will be succeeded in Junction City as superintendent by Prof. Mallory.

The state normal school enrolls about 875 pupils. Ex-Governor Robinson, has resigned the managership of the Haskell Institute for the Indians at Lawrence.

Prof. W. H. Carruth is arranging a history of the geographical names of Kansas.

Prof. James H. Canfield, secretary of the N. E. A., has been requested to write a history of the higher education of Kansas for the bureau of education. The book will probably be issued next year.

George Harvey has been re-elected superintendent of the Ottawa schools. His success has been more than usually noticeable. C. M. HARGER.

## Abilene.



## KENTUCKY.

During the past year two movements have been started which must result in good for our state. A colored normal school has been started and the normal department of the state university at Lexington has been reorganized with the Hon. A. L. Peterman at the head. Mr. Peterman is a graduate of the Glasgow Normal School, an institution which has done good work for the state. As a member of the committee on education for the last legislature, he is the author of the recent changes in the school law.

That our teachers feel the need of normal training is shown by the phenomenal success of the central normal school at Pleasureville. Beginning a few years ago with no resources but the energy of the founder, Prof. J. B. Sechrist, it soon attained a high rank and is now the largest school in the northern part of the state.

County Superintendent E. J. Doss has resigned to accept a position in the bank at Shelbyville. J. H. Barnet has been appointed to fill the vacancy.

Mr. W. A. Nesbit, principal of Cora Institute, Whitley county, reports an attendance of over 100 young men. This school is in the midst of the sparsely settled mountain district of the state from which the sensational reports of fights, stabbings, duels, and murders go to the daily press. What he reports of their application and industry gives assurance that the intellectual development is progressing not less satisfactorily, than the wonderful industrial development that began a year or two ago.

## MISSISSIPPI.

The State Teachers' Association of Mississippi will be held at Jackson, December 28 and 29.

PROGRAM.—"City Graded Schools," Gerard Brandon, Natchez; "The Teaching of Agriculture in Public Schools," W. H. Magruder, A. & M. College; "School Honors," T. F. McBeath, Daleville; "Commercial Training," J. M. Sharpe, Mississippi College; "Educational Value of Vocal Music," W. G. Wooten, Oxford; "Practical Element in Woman's Education," C. L. Cooke, I. I. & C.; "Proper Limits of Public School Curriculum," C. A. Huddleston, Harpersville College; "Woman's Educational Rights," J. L. Johnson, Oxford; "Woman's Work in Education," Mrs. F. J. Mosby, Meridian; "Religious Instruction in Public Schools," W. B. Murrain, Whitworth College; "Our Duty, as Educators, to the Negro," J. W. Johnson, Oxford.

"Visiting Schools"—Aims and ends to be reached, Wm. H. Ker, Superintendent of Claiborne; "Examinations of Teachers"—How to conduct them so as to prevent abuses, Supt. N. W. Lea, Coahoma; "Relation of County Superintendents to their Teachers," Supt. E. A. Pace, Noxubee; "Location of Schools"—Practical difficulties—How to overcome them, Maps of—how made, Chas. M. Thurmond, Tippah; "School Finances"—Duties of Superintendent in reference thereto, Supt. W. E. Pegues, Lee; "School Records," Supt. A. M. Hicks, Yazoo; "School Trustees"—Tenure of office, of their duties and how they can be induced to perform them, Supt. E. P. Thompson, Monroe.

## MINNESOTA.

The twelfth annual convention of the Minnesota Educational Association, will take place in St. Paul, December 23, 27 and 28.

The following are some of the most interesting features of the program: "The Physical Aspect of Brain Culture," Talbot Jones, M.D., St. Paul; "The Physiology of Teaching," L. W. Chaney, Jr., Carleton College; The President's address, "Normal Schools in the United States," Edward Searing, President State Normal School, Mankato; "What does Special Training do for the Teacher?" W. A. Shoemaker, State Normal School, St. Cloud; "The United States Geological Survey; a Factor in Good Government," C. W. Hall, State University; "The Relation of our Schools to the Business Interests of the State," W. S. Pattee, Dean of University Law School; "History in our High and Normal Schools," J. H. Lewis, Supt. City Schools, Hastings; "Music in the Public Schools of Minnesota," C. H. Congdon, Supt. of Music in City Schools, St. Paul. This paper will be illustrated with a class of fifty-second-grade pupils from Jefferson School, St. Paul; "Handicaps,"—J. H. Cummtags, Superintendent City Schools, Moorhead; "The Minnesota State School of Agriculture," W. W. Fendergast, principal of the State School of Agriculture; "Civil Government in Common Schools," J. C. Bryant, Principal Humboldt School, St. Paul.

## NEW YORK.

SUFFOLK CO. TEACHERS' ASSOCIATION.—The old Suffolk Co. Teachers' Association, which has been in existence for the past half century, has been dissolved on account of the inability of all the teachers of the county to attend the meetings since the institute has been divided into district institutes. Out of the old association, two new ones have been formed to be known as the First and Second District Associations respectively. The officers elected in the First District Association for the ensuing year, are as follows: Pres., Prin. D. L. Bardwell, of the Greenport Union School; Vice-Pres., Prin. Martin Lovering, of the Riverhead Union School; Secy. and Treas., Prin. W. H. Deale, of the East Marion Public School; Editor, Prin. F. C. Barker, of the Mattituck Public School.

The Second District Association is officered as follows: Pres., Prin. F. De L. King, of the Islip Public School; Vice-Pres., Prin. Jennings, of the Huntington Union School; Secy. and Treas., Miss Sarah Hilton, of Greenlawn.

The pupils from the grammar grade in the Lawrence public school of L. I., engaged in an "Elucoriatory Contest" for a silver medal and other prizes, on Monday evening, Dec. 17. Much interest was taken in the contest.

## NEW JERSEY.

At the suggestion of Dr. Reinhardt, principal of the Paterson high school, the boys of that institution have formed a cadet corps for the purpose of military discipline, and the attainment of a proper knowledge of the use of arms. No sooner had the organization of the corps been broached than the scheme was undertaken with hearty good-will. The boys gathered together and discussed, with the principal's aid, the feasibility of the enterprise, with good results. It was determined to obtain, if possible, the co-operation of the First Battalion, N. G. N. J., which has its headquarters in that city, and this was accomplished with little difficulty. The officers of the First Battalion saw, in the proposed cadet corps, a prospect of good recruiting material, and were glad to undertake the task of drilling the corps, and render-

ing such other instruction as is necessary to make a well-disciplined body of it. Adj. Hilton and Lieut. Van Emburg were detailed as drill-masters, and to look after the welfare of the new organization.

## SOUTH CAROLINA.

The new Winthrop Training School for female teachers at Columbia, S. C., under Prof. D. B. Johnson as superintendent, and Miss Mary H. Leonard as principal, is now fully organized under the law which gives each county a scholar at the expense of the state. This is the third year of this the first normal school of South Carolina for white girls, although colored girls have been provided for by Northern benefactions. There are fifty-one students, representing every county but one in the state. The graduates of the classes of 1887 and 1888, are nearly all teaching. One of them is the daughter of Prof. Woodrow, and is teaching in one of the graded schools of Columbia.

## PENNSYLVANIA.

The schools of Nanticoke, Pa., are in a flourishing condition, eleven hundred and fifty pupils being enrolled. More buildings are needed. Supt. Will S. Monroe holds three teachers' meetings a week for the purpose of giving instruction in methods and acquainting the teachers with the work of their respective grades.

The twenty-fifth annual teachers' institute of Carbon county was held Dec. 3-7, at Lehighton, and was a successful and interesting meeting. Among the speakers were: State Supt. Higbee, Prof. Alex. E. Frye, Hyde Park, Mass.; Prof. J. W. Redway, Philadelphia; Dr. George W. Hull, Millersville; Dr. N. C. Schaeffer, S. N. S., Kutztown; Prof. F. M. Allen, Williamsport, and others.

## VIRGINIA.

Professor W. C. Marshall, for the last three years associate principal of the Onancock Academy, occupies a similar position in the Episcopal Female Seminary at Winchester. Professor Claudius N. Wyant, of Rockingham county, succeeds Mr. Marshall in the academy.

Professor William M. Thornton is chairman of the faculty of the University of Virginia, vice Professor Venable resigned. He is probably the youngest college president in the country, being only thirty-seven years old.

Professor Albert H. Tuttle, formerly of the Ohio State University, is now professor of biology in the University of Virginia.

Dr. Charles M. Bradbury, of Petersburg, and Dr. Frank Muller, of Warrenton, have left this country for Japan, and have entered the government schools as teachers. The former received the degree of Ph. D., and the latter that of doctor of science from the hands of President Cleveland during the President's visit to the University of Virginia last June.

Col. William M. Patton is professor of drawing and engineering in the Virginia Military Institute.

FRANK P. BRENT.

## VERMONT.

Burr and Burton Seminary has introduced the method of having the weekly school holiday Monday instead of Saturday. The best plan would be to have two half holidays, so arranged as to break the week into equal portions.

Rev. Charles Hibbard left at his death a legacy of \$4,000 to Vermont Academy. At its founding he contributed \$500.

The following is a list of the officers of Vermont Academy chosen at a recent meeting of the trustees: Pres., Hon. Levi K. Fuller; vice-president, Hon. Guy C. Noble; secretary, Rev. Chas. A. Reese; treasurer, W. C. Wiley. To fill vacancies in board caused by expiration of terms: Hon. S. E. Pingree, Henry Rust, S. P. Hibbard, Hon. John A. Farnsworth, Hon. Guy C. Noble, and Eugene C. Foss.

M. A. Stapleton, Middleburg College, class '85, has been appointed professor of mathematics at St. Thomas College, St. Paul, Minn.

Franklin H. Dewart has been elected principal, and Misses Margaret Hill and Ethel Rawson assistants, of St. Albans Academy.

Prin. J. A. Wheeler, from Rhode Island, is elected to be principal of the Middlebury school.

C. A. Bunker, principal of Pencham Academy, member of the state senate, is a possible chairman for the state educational committee.

F. M. Corse, has been elected secretary of the faculty of Vermont University, vice W. A. Deering, resigned. Mr. Corse graduated from the university in the last class.

There seems to be no prospect of the educational bill passing the house at this session.

The new school law is an established fact. No such radical change in educational circles has been instituted for years. It abolishes town superintendents and puts county supervisors in their place; it grants women the right of suffrage in school meetings; equalizes taxation; increases the salary of the state superintendents; provides for a reduction in price of text-books and many other important changes, not the least of which is the requirement that all applicants for certificates be at least eighteen years of age. It will be watched with much interest by friends of education all over the state.

A law was passed making any one using intoxicating liquors or tobacco ineligible to the position of teacher.

Hon. E. E. Palmer, of Waterbury, is the state superintendent under the new law. Mr. Dartt has been in the position for years, and will be greatly missed by his many friends throughout the state.

B. H. ALLBER.

## Perkinsville.

St. Johnsbury Academy has 306 students now registered.

Miss L. B. Judd, of St. Johnsbury, has gone to Bellows Falls to take the place vacated by Mary C. Gale in one of the primary schools.

The Methodist seminary at Montpelier has 200 students.

The State Normal School at Castleton has 150 pupils.

One of the old classes of Black River Academy have just held a reunion at Ludlow.

The Burlington High School has 173 pupils.

Rural schools are all full this fall.

## WASHINGTON TERRITORY.

We wish here to correct the error in our issue of Oct. 27, where we say, "Lawrence Parker is now principal of North Yakima School;" it should read: J. G. Lawrence.

## NEW YORK CITY.

The ferment over the appointment of a principal to primary school No. 1, in the Tenth ward of this city, has been quite intense. A mid feature of the question as to whether Miss Murdoch shall be promoted to the post, or whether Miss Brennan, the candidate of Tammany Hall and allied interests, shall be chosen, is the refusal of Trustee Baltes, cashier of the Mechanics' and Traders' bank, in the Bowery, to remain a candidate for reappointment. He wrote a letter to this effect to the board of education, and the name of George S. Cornell was substituted as the formal candidate for the trusteeship. It is generally said that Mr. Cornell is a candidate presented and pushed by Register Slevin, Joseph J. O'Donohue, and the combined Tammany Hall interest, and that therefore he will vote for Miss Brennan, and thus give her the appointment.

A startling phase of the struggle was developed recently, which indicates that the most decided measures have been resorted to in this grand struggle over the vacant principalship.

"You would be surprised and bewildered," said the informant of a reporter, "if you should be told the names of the persons who made certain offers. They came from prominent and well known men, men whom you would the least suspect of being guilty of such a transaction." Some of the trustees have piles of letters two feet high from prominent politicians of the city and state in favor of their candidates. One trustee has letters from a United States Senator on the subject, urging him to vote for a certain charming teacher. Letters from assemblymen are in the pile. Even the Masonic fraternity is reported to have taken an active hand in the matter, and trustees who do not belong to the order have been importuned to vote for one of the teachers named.

The annual register for the school of arts of Columbia College has just appeared. It shows that there are 288 students in that department of the college this year, to 289 last year. While the freshmen, sophomore, and junior classes are larger than in 1887, there are fewer graduate students, seniors, and students in the collegiate course for women. A comparison of classes is as follows: In the fall of 1887, graduate students, 33; seniors, 45; juniors, 42; sophomores, 63; freshmen, 73; students in the collegiate course for women, 23. This fall, graduate students, 28; seniors, 35; juniors, 40; sophomores, 60; freshmen, 82; students in the collegiate course for women, 25.

The school commissioners recently authorized lectures for workmen and working women to be delivered twice a week at night in the schools of the Tenth, Twelfth, Thirteenth, Nineteenth, and Twenty-second wards. These lectures have been selected: Prof. L. J. B. Lincoln, Prof. Henry A. Mott, Dr. T. O'Connor Sioane, Charles S. Allen, M.D., Henry G. Hanchett, M.D., Edward H. Boyer, Stephen Helm, Francis G. Caldwell, Nathan S. Roberts, M.D., H. M. Leipziger, Prof. J. C. Zachos, Geo. A. Clement, Prof. Bickmore, and J. Osoff Tansley, M.D.

The lecturers will be paid \$10 for each lecture. There will be a superintendent to take charge of each course of lectures who will receive \$5 per night for his services. The superintendent hasn't yet been selected. The board has \$10,000 to defray the expenses of the lectures.

## VOCAL MUSIC IN THE PUBLIC SCHOOLS.

The course of lectures by Prof. C. R. Bill, of Boston on "Vocal Music in the Public Schools," which opened in the chapel of the University of the City of New York, under the auspices of the University department of Pedagogy, on Saturday, the 8th inst., is largely attended by teachers and is awakening great interest in this important subject. At each of the two lectures already given, several of the special instructors in music in the city schools and in Brooklyn were present, and at the close of the exercises spoke in appreciative terms of the good work done by the lecturer. Mr. Bill is not only a thorough musician, but he is also a real teacher, presenting in logical order and in an interesting manner the various objects of thought.

The first lecture was introduced by a brief statement of the reasons why music should be taught in the schools. First, it was said that it should be studied as the only means by which a knowledge of music could be obtained by the masses of the people. Secondly, it should be studied on account of its educational influence upon the minds of the pupils. It was claimed in this connection that by the study and practice of music, mental forces which would otherwise lie dormant and passive would be brought into lively activity. The refining and moral effects which would inevitably result from the intelligent study of music were also considered. As an aid in healthy discipline in the school-room, music should be regarded as an important factor. Reference was made to the commanding position which Germany occupies as a musical nation, owing in great part to the interest which has been taken by educators in that country in the subject of school music, and forcibly bringing home the fact that if America is ever to occupy a leading position among nations in music, it must come by the careful instruction of her boys and girls in the public school.

The remainder of the time was occupied in presenting the subject in its normal phase. For this purpose the audience was organized into a class and the first lesson in the art of sight singing was given, the special subjects considered being the development of the scale and time. These were taught upon the well recognized principle in education of "the thing before the sign." The pupil must receive his first impression of the scale from the teacher's voice, learning the scale as a song. His ability to sing the scale having been established, it should next be presented to the eye by means of the music ladder or otherwise, the scale names, pitch names, and syllables, to be used in daily practice. The manual signs and other devices were used to develop a sense of intervals. This exercise was followed by bringing out the difference in the length of sounds, a course of practice being suggested which would enable the pupil to establish the time principle easily and naturally. This led to the further development of the rhythmical element in music and to the consideration of measure and accent. The lecture closed with a brief allusion to part singing and the plan of approaching this branch of musical study.

The second lecture, which was given on the afternoon of Dec. 15, opened with a brief resume of the previous lesson. This was



followed by the representation of musical notation in its legitimate form, including the staff and practical work connected therewith. All the points touched upon were strongly impressed upon the pupils before they were allowed to recognize them by the eye.

The lessons are thoroughly pedagogical in character, practical in the fullest degree, and cannot fail to be of great aid to the teachers in their daily work in the school-room. The process of development outlined in the national music course is taken as the basis for study, and the Mason books and charts are used to exemplify the order of thought and discussion.

Owing to the holiday season, the next lecture is postponed to Saturday, Jan. 5, at 2 P.M. Tickets to the remaining lectures may be obtained without charge by addressing Mr. Henry E. Crocker, 743 Broadway.

The usual Thanksgiving reception and children's dinner was held at Prof. Felix Adler's workman's school, at 109 West Fifty-fourth street. About 350 children and many visitors gathered there on that occasion.

The exercises, instead of being a theatrical show and a recitation of fancy pieces committed to memory, consisted simply of ordinary review lessons, nearly all in the regular class-rooms, and conducted apparently as they would have been had no visitors been present. This is, in fact, the German idea, of a school exhibition, namely, a fair showing of the actual results of the daily school work, as distinguished from the practice so prevalent in this country of getting up a show that bears no relation to the regular work, except in the single department of elocution—a show that would certainly impress a foreigner with the idea that all the pupils had been in training for the theatrical stage.

The good discipline everywhere apparent is attributed to the successful development of what the founder calls the creative method in education. There are books in the school, but the book is made for the child, not the child for the book. The pupils get that work to do which he likes best; and, strange to say, that which he likes best is the best thing for him, and so there is very little friction between teacher and taught. The inborn eagerness of the child for the cunning use of the hands is gratified and the teacher has only to lead on in a way that the child joyfully follows. The originating genius displayed in the system consisted in harmonizing systematic instruction with natural instinct and capacity. The manual training work is not intended to teach pupils to do certain things skillfully; it is rather a comprehensive training of the mental faculties through the medium of manual work.

OUR NEW CLUB RATES FOR THE SCHOOL JOURNAL for 1889: 2 new subscriptions, \$4.50; 1 new subscription and 1 renewal, \$4.50; 5 new subscriptions, \$10.00; 1 renewal and 4 new subscriptions, \$10.00.

## LETTERS.

244. COUNTY OR DISTRICT NORMAL INSTRUCTION.—Several years ago, Joseph Payne wrote as follows: "My own experience of teachers has been considerable. As the net result of it, I can confidently affirm that until recently, I never came in contact with a dozen teachers who were not entirely satisfied with their own empirical methods of teaching. For them, indeed, the great educational authorities, whether writers or workers, might as well never have existed at all." Doubtless it is in a great measure owing to the efforts of the one whose words are quoted, that within a few years a great change has been wrought. Although there are many (and it is feared the "many" include the majority) who move on in the grooves to which they were accustomed in their school-days, without thought or wish of change, yet there are among the ranks of teachers many earnest seekers after truth, if they only knew where to find it. Even in remote district schools, as well as in many of the graded schools, teachers are becoming conscious of the necessity of making some departure from the old time ways, but how to make it, or, in fact, how to seek it, they do not know. It is true that the normal schools furnish facilities for needed instruction, but comparatively few teachers have the means to avail themselves of the privileges of such schools. Educational periodicals and books might be of great benefit, but teachers must even be educated to realize the necessity of using them. Institutes also afford valuable assistance to teachers, but they are for the mass rather than for individual teachers, and special schools. Teachers need to become pupils, and to do the specific work of pupils before they are fitted to make profitable use of the helps above referred to. Before assuming the responsibilities of teachers, they should have a definite knowledge of approved methods of teaching, in a few subjects at least, and then there would be a possibility of evolving the principles of teaching from the practice. Yet this knowledge does not always come from experience. The question then arises, what can be done to aid those teachers who are anxious to learn, and to arouse others who are still satisfied with their own "empirical" methods? The establishment of normal classes in different counties, or in different districts of a county, seems to be the only practical mode of reaching the district teachers. If the state cannot do this, something might be accomplished if a few prominent educators should put themselves into this field of work, and with the sanction of commissioners and school officers, establish classes in convenient and central localities, where teachers, within certain limits, could meet and receive definite and practical instruction in the best method of teaching, and in the management of their particular schools.

J. M. D.

245. "THE OLD WAY."—At this age of enlightenment we wonder why so many teachers are satisfied with and stick to the *good old way*. Each generation looks back upon its predecessors and wonders how they could have been so stupid. They were not stupid at all. Many of us speak harshly of the "good old times." While we respect the *old*, let us drop it when something better takes its place. Let the "good old way," which has had its day, go. How did the old way affect much not pertaining to our vocations? Two months were taken to cross the Atlantic by the old way, but now it takes but little over a week. One week was required to go from Albany to Buffalo by the old way, now we can go in one day. It took one month to cross the continent by the old way; it takes one week by the new. Had Columbus adhered to the "good old way" he might now be sleeping, an unknown man in an unknown grave. Let us have the new way when it is the best way, in education, as in everything else.

A. W. MUMFORD.

246. BI-WEEKLY AND TRI-WEEKLY.—Please tell me what these words mean.

H. A. BROWN.

The editor of a territorial weekly recently received a number of letters from his subscribers urging him to publish his paper bi-weekly. He did so, but when they found that this meant only once every two weeks, they looked in their dictionaries and decided that a semi-weekly was what they wanted. It is an interesting fact that while "bi-weekly" means once in two weeks, "tri-weekly" means three times a week.

247. What is meant by the Direct Tax-Bill?

P. B.

If you have read the proceedings of Congress, you will have noticed that this bill passed the Senate last January. It has just passed the House by a vote of 178 to 96. It proposes to refund to the states what they paid to the Government on account of the tax laid by Congress in 1861; it further proposes to forgive the debt that several states did not pay. About sixteen million will be paid back; New York gets \$2,213,000. Of the states still owing Alabama stands first, \$511,028; all this is canceled. It is considered to be a repayment of a tax that ought not to have been levied. It is a question whether the President will sign the bill.

248. AFFAIRS IN COLUMBUS, O.—In your issue of Dec. 8, I have read your comments on the sensational article on our high school pupils visiting a saloon and restaurant on a prominent street.

The results of a most thorough investigation show that neither the pupils of the high school, nor any pupils connected with any of the public schools of this city have, or do, visit this or any other immoral place. The story originated with a woman connected with home missors who had seen several boys and girls who seemed to be high school girls, because some of them had books under their arms. She has done more harm than a half-dozen saloons could do in six months.

R. W. STEVENSON.

249. SOME COMMON MISTAKES CORRECTED.—A and B differ as to the propriety of the following sentences: "I expected to have seen him last week." The steamer was to have arrived last Monday." "I differ with you." Will the JOURNAL please give the correct forms?

The first two sentences are wrong, but the mistake in them is one made almost universally. You didn't expect "to have seen him;" you "expected to see him," or "you had expected to see him;" the steamer "was to arrive" last Monday. "Differ with" is used in reference to opinions; "differ from" in reference to resemblance. You differ with a man in his political views, and differ from him in the color of your hair.

250. VOX POPULI, VOX DEI.—Who first used the expression "Vox populi, vox Dei?"

INQUIRER.

William of Malmesbury, an English historian, born 1095, died 1143; he used the expression in a way to indicate that even in his time it was an old proverb.

251. LETTER FROM A BUSY MOTHER.—You have invited teachers to write to you. Would, I wonder, a letter from a busy mother receive any attention were it to tell of "discouragement," and help and advice received from your paper. In the November number are two articles, each of which I consider worth to me the year's subscription price. One is "The Teacher's Work," on page 96, and the other "Mistakes" on page 96. I have two little girls, aged respectively five and a half and two and a half years, and every day's experience reminds me that I am of necessity a teacher. Not always can I feel much gratification in my work, for multiplied cares cause weariness of mind as well as body, and every night as I lay them down to rest, I remember some principle that, in the freshness of the morning, I had intended to practice, but have neglected or forgotten. It is at this time generally that I take up the INSTITUTE and nearly always find in it some truth formulated and put into practical shape that had had but indefinite recognition in my mind, and so but little influence on my actions. This is why I subscribe for the INSTITUTE. I have called the attention of a number of my friends to its merits, and one of them a principal of a boys' grammar school, in Philadelphia, has been a subscriber since he saw the first number about three years ago. I think he appre-

ciates it as much as I do, and probably is able to make more practical use of the information it contains than I

Southampton, Pa.

C. E. DURANA.

## QUESTIONS.

132. QUESTIONS FROM ONE WHO WANTS TO LEARN.—In the June INSTITUTE an article on "Child Study" says that perception is developed first, reason and judgment next, and imagination last. Do not reason and judgment develop later and continue developing longer than any other faculties? Is it not true, that in the young, the undeveloped reason is unable to control a strong imagination? Does not Dr. Seeley, in the July INSTITUTE, imply that reason and judgment develop last, and should be developed last? What does kindergarten work do but cultivate the perception and the imagination, while the reason and judgment are being planted? Does not phrenology teach the later development of reason, and do we not know by experience that children are highly imaginative at the expense of reason? Col. Parker says that a child who is backward or incompetent in arithmetic, and who dislikes it, is in this condition because his faculty of number has never been aroused. From a phrenological point of view this is so, because the child is deficient in this faculty and lacks ability. Which theory is nearer the truth? Would not teachers be justified in accepting that which experience and observation shows them to be correct?

Susanville, Cal.

C. F. HART.

133. A NEW EXPRESSION.—I have noticed in this vicinity (Cape Cod) an expression "to-noon" used like to-night or to-morrow, as in the sentence—"I am going on the train to-noon." I hear the expression used by people who are well educated. Will you inform me if the expression is common elsewhere, and if you would criticize, on what grounds you would base criticism?

So. Dennis, Mass.

N. K. NOTES.

134. NOISY PUPILS.—My pupils have a tendency to be noisy in all respects. How will I secure quiet? They are Scandinavians, and at recess they will talk their own language. Would you prohibit it or not?

Chicago, Ill.

SUBSCRIBER.

135. RECESS.—Shall we have recess or no recess in public schools?

Ruthsburg, Md.

M. A. DIGGINS.

136. BUSY WORK.—I teach a country school, and have about forty pupils. Twelve or fifteen of them are little ones, who must be kept busy and happy six hours a day. How can I do it? I have little time to prepare anything, and can get no help from older pupils. The children are all Norwegians, and understand very little English. Your answer will help many teachers.

A. M. B.

137. QUALIFICATIONS FOR VOTING.—Give the property qualifications for voting; the different states in which it is practiced; amount necessary, etc.

C. G.

138. SEAT-WORK.—Mention some profitable seat-work for the fourth grade?

A YOUNG TEACHER.

139. MORAL PHILOSOPHY.—What is the best method of teaching moral philosophy?

A. S.

140. HOW TO TEACH MORALS.—What is the best way to present Moral Instruction" to pupils?

E. K. T.

141. "STRENGTH OF SIGNS."—What is the law of the "strength of signs"?

C. P. N.

142. PHONICS.—What are the advantages of teaching phonics, if there are any?

E. J. L.

143. QUESTION IN GRAMMAR.—Can an active verb and a passive verb be connected by the co-ordinate conjunction and?

A. W. E.

144. POLITICAL PARTIES.—In what points does the Democratic party differ from the Republican?

A SUBSCRIBER.

145. OUTDOOR GAMES.—Give a list of outdoor games.

H. L. M.

146. THE CHILDREN'S CRUSADE.—Is the story of the "Children's Crusade" regarded as fact by all historians?

147. AN AUTHOR WANTED.—Does anyone know who wrote the following lines?

"The angels never say good-night,  
For no night comes in Paradise;  
And likes never close their eyes,  
The angels smile and say 'God's light,'  
Instead of saying our 'good-night,'  
And we shall say what angels do,  
When Heaven's gates God leads us through,  
Good-night till then."

148. ORDER AND DISCIPLINE.—Can one have good order who does not have good discipline? If so, how?

M. L.

149. AN INCOMPLETE POEM.—Will some one tell me the rest of the poem beginning, "Labor is worship, the robin is saying," or tell me where to find it?

M. E. McCoy.

AN ADDRESS.—Delivered at the commencement of the New York Normal College by J. Edward Simmons. This pamphlet, published by order of the board of education of New York, contains the address delivered by J. Edward Simmons, LL.D., president of the board, at the commencement of the New York Normal College, June 30, 1887. In treating the educational question he is retrospective as well as prospective, showing how the system has grown up and what it requires for its further development. He is gratified at the good results attending the compulsory law, and says that the surest way to decrease crime and pauperism is to educate the people. Dr. Hunter's energy, his aptness as an instructor, and his systematic methods and discipline are recommended. By his ability and earnestness, Dr. Hunter has advanced the interests of this popular institution for the training of teachers, and shielded it from many threatened attacks.

THE COMING CENTENNIAL.—The Christian Advocate, of Nov. 29, has among "Personals" the following item of interest: General Alexander S. Webb, President of the College of the City of New York, has been selected as a member of the committee having in charge the celebration of the centennial of the inauguration of George Washington as President of the United States. General Webb served in the Union army during the war of the rebellion, and won a brilliant record as a soldier. He also enjoys the distinction of being a grandson of the man who was grand marshal of the day on the occasion when President Washington was inaugurated, and held the Bible while the oath of office was being administered. This incident renders the appointment of this member of the committee exceedingly appropriate.

EDGAR D. SHIMER

## A Well Planned Entertainment

once a year will make a start for a library for almost any school in the country and keep it running over with good books. New York, New Jersey, California, Wisconsin, and many other states give state aid, if applied for. Best books can be purchased of us at best discounts. List of 1000 BEST BOOKS FOR SCHOOL LIBRARY free. Send for it. E. L. KELLOGG & Co., 35 Clinton Place, N. Y.



## BOOK DEPARTMENT.

## NEW BOOKS.

**PRINCIPLES OF ART.** By John C. Van Dyke. New York: Fords, Howard & Hulbert. \$1.50.

In taking up art, as history shows it, and concluding with a dissertation on art, as he thinks it, the author proceeds in a rather novel way. His sentiments will be read with interest, possibly awakening opposition from some; they are given with simple directness without dealing in the techniques of art, nor treating it in a scientific manner. The author devotes the larger part of his essay to the causes, development, and character of art and attempts to trace the changes that have occurred, the transition from physical to intellectual excellence. He maintains that the history of man can be traced in the art of his time, and, to uphold his views, describes the progressive steps of art, beginning with Europe, Egypt, Assyria, Chaldea, Phoenicia, and ancient Greece in their savage state. He certainly speaks like one who has given to the subject great study. It is possible that he over-estimates the position of art itself; this does not detract from the excellence of the book. The author has given his best thought to it.

**HISTORY OF ART.** By William Henry Goodyear, B.A. New York: A. S. Barnes & Co. \$3.50.

This is a hand-book of the study of art in its higher phases, for Mr. Goodyear places the training of a taste in art as one of the undisputed essentials of a good education. With the plea that to form a correct judgment of paintings, architecture, and sculpture, one must have a foundation knowledge of their historic forms—those that have stood the test of time—he introduces over two hundred photographic reproductions. These cover Egyptian, Greek, Roman, Byzantine, and Renaissance architecture and sculpture and Italian, Flemish, German, Dutch, Spanish, and French paintings up to the nineteenth century. These classified illustrations, by themselves, would make a valuable book. Explanatory notes are added in such a way that a detailed knowledge can be gained of the history of art up to the present century. The attempt of the author to give an accurate idea of art by means of photo-gravures deserves the highest praise. No such attempt has ever been made before. The publishers deserve the highest praise for seconding the work of the author so liberally.

**A CLASS BOOK OF ELEMENTARY CHEMISTRY.** By W. W. Fisher, A. M., F. C. S. With Sixty Engravings on Wood. Oxford: At the Clarendon Press. 272 pp. \$1.10.

The teaching of chemistry is becoming more and more a part of regular school work, and is included in nearly every course of liberal education. The purpose of the author, throughout, in preparing this work, has been to give, as briefly as possible, some account of the most important chemical phenomena, actions, and changes, with the laws of chemical combination and the theoretical explanations of those laws commonly accepted. Water and Air are treated with some detail, followed by chapters on the Elements: Carbon, Sulphur, Chlorine, Nitrogen and Phosphorus, also, Fluorine, Boron, and Silicon. A chapter on the Periodic Law, and a sketch of the theories relating to Acids, Bases, and Salts, is also introduced. Metals are treated in outline simply, and only their important and characteristic compounds touched upon. The different topics are treated of in a series of twenty-seven chapters. The book is well bound and contains a variety of illustrations.

**THE FEDERALIST, A Commentary on the Constitution of the United States.** Being a Collection of Essays Written in Support of the Constitution Agreed Upon September 17, 1787, by the Federal Convention. Reprinted From the Original Text of Alexander Hamilton, John Jay, and James Madison. Edited by Henry Cabot Lodge. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 586 pp.

The authorship of certain numbers of the "Federalist" has long been a vexed and disputed question, and what makes it appear hopeless of settlement is, that there are more authors have confessed themselves, than can be provided for in the essays. This discussion about the "Federalist" began nearly seventy years ago, and has continued, at intervals, down to the present day. This volume is a large one, and contains, in the first of the book, a lengthy Introduction, in three parts: I. The Authorship of the "Federalist." II. The Bibliography of the "Federalist." III. The Text of the "Federalist." Following this Introduction, are eighty-five essays, with date and name attached. The editor of this book suggests that while it may be idle to suppose that anything new can now be written which will satisfy every opinion, as to the true answer to this troubled question,—yet it is possible, to present the evidence in a compact form,—state the case, and set forth the arguments in brief and simple fashion, so that the merits of the question may be readily understood and easily appreciated. This has been done in a very able manner, by Mr. Lodge, for which he will receive the hearty thanks of his many readers.

**A HISTORY OF GREECE.** By Evelyn Abbott, M. A., LL.D. From the Earliest Times to the Ionian Revolt. New York: G. P. Putnam's Sons. 533 pp.

While it may be true that nothing can be added to the existing records of Greek history, in the publication of this volume,—the estimates placed upon their value, and the conclusions drawn from them are constantly changing—and for this reason, the old story can, with profit, be told over and over. It is the author's design that this work should be used by readers who are acquainted with the outlines of the subject, and have some knowledge of the Greek language. In arrangement, subjects are introduced in the following order:—Hellas,—The Earliest Inhabitants,—Migrations and Legendary History,—The Asiatic Coast and the Islands of the Ægean,—The Homeric Poems,—The Spartan State,—Argos, Elis, Arcadia, Achæa,—The Messenian Wars,—Early Attica,—Northern Greece,—The Greek Colonies,—The Tyrants,—Solon,—Sparta in the Sixth Century,—Pisistratus and Cleisthenes, and the Greeks in the East. Notes on the laws of Solon follow, with Index I, Subjects, and Index II, Authors quoted or consulted.

**A SERIES OF POPULAR GAMES OF CARDS, WHIST, POKER, AND EUCHE.** By Denis De Beblan. New York: White & Allen. 25 cents each.

The covers of these little manuals, front and back, are

just about the shape and size of an ordinary playing card. On the front cover is a representation of the face of a card, and the back cover represents the back. They are very neat, brief, useful, and clearly written. Beside the directions, are miniatures of a number of different hands in the whist and poker books so that the thousands of respectable people who are becoming more and more interested in these and other "sinful games" will find these little books precisely what they need. They are so small that half dozen could easily be slipped in a vest pocket if need be.

**FRENCH CONVERSATIONS, IDIOMATIC EXPRESSIONS, AND PROVERBS.** By François Berger. New York.

Prof. Berger is certainly entitled, if any one is, to point out the weaknesses and absurdities of some of the other systems of teaching French. He does so in this little pamphlet very pointedly and wittily by way of introduction, and then follows with those proverbs, conversations, and idiomatic phrases and sentences which make up the body of the book; intended for those who wish to command a little ready French that is genuine and rational without involving long, laborious study of the language.

**THE MUSICAL CALENDAR.** Compiled by Frank E. Morse. New York, Boston & Chicago: Silver, Burdett & Co.

This calendar tablet gives quite complete information in regard to the changes of the moon, the days celebrated in the Episcopal Church, the birthdays of eminent composers, and quotations about music. It is very compact, neatly printed, and the labor spent on collecting the material deserves, in our opinion, a better design for a background.

**ASKED AND ANSWERED. A Christian Calendar.** Edited by Martha Van Marter. Designs by Lillian I. Brigham. New York: American Tract Society.

To the twelve months are allotted twelve questions concerning the spiritual life, Work, Courage, Lowliness, Peace, Prayer, Hope, Love, Expectation, Guidance, Light, and Victory. These topics are answered by brief texts from the Bible, one for each day. The pages have designs in colors, of flowers and birds. Both the artist and compiler are to be praised for the result of their work; it makes a little volume that will be welcome for private devotion and meditation.

**THE ROYAL CALENDAR.** Commands for the children of the King. Copyright by E. Scott, 463 Hudson street, New York.

This calendar is prepared for the King's Daughters. It is in the shape of a cross, printed in two shades of purple and stamped with the badge worn by the vast army of Christian workers enrolled under the name of "King's Daughters." Each sheet of paper on the calendar pad is marked off into six days, and each division has a text from the Bible.

**READINGS FROM THE WAVERLY NOVELS.** Edited for School and Home Use. By Albert F. Blaisdell, A. M. Boston: Lee & Shepard, Publishers, 10 Milk Street. New York: Charles T. Dillingham, 718-720 Broadway. 264 pp. \$1.50.

The Waverly Novels with their years of trial, and myriads of friends, need no commendation. They are, many of them, household words. There are no books in the world like them. Twenty-nine in number and varied in subject, no novels were ever written that so take hold of the interest of the reader. Selections from these masterpieces of literary worth have been made, and arranged by the author, so that, at home or in the school, young people can have a taste of what the real feast is to be. Directions and suggestions for further reading, have been given in the introductory pages. In this volume, the author has aimed to furnish some selections which can be used, especially in schools, and has succeeded in a marked degree. The book is a valuable one.

**THE SKETCH-BOOK OF GEOFFREY CRAYON, GENT.** The Author's Revised Edition. Two Volumes in one. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 290 pp. \$1.25.

In a tastefully delicate binding, gilt top, fine paper, and clear type,—this well known and much admired book of Washington Irving's appears. The volume bears the name of "The Katrina Edition," and consists of two volumes in one, besides a "Preface" to the Revised Edition, and "The Author's Account of Himself." Every one has read "The Sketch Book," and "Rip Van Winkle" is immortalized.

**THE LIFE OF LA FAYETTE, the Knight of Liberty in Two Worlds and Two Centuries.** By Lydia Hoyt Farmer. New York: Thomas Y. Crowell & Co., 13 Astor Place. 473 pp. \$1.50.

This volume is a carefully prepared portrayal of the life and career of the renowned La Fayette, who was not only the Knight of Liberty in two worlds, and in two centuries, but was also the champion of law and order. The author has given the ancestry, birth, early years, and youthful aspirations, of this eminent Frenchman, in such a charming manner that the book, once commenced, can not well be laid aside until the wonderful career, in this land and his own, of this truly wonderful man, is finished. The life of General Marquis de La Fayette, is so intimately connected with the history of our own country, that his name is bound with that of Washington, and every true American reveres the memory of this patriotic, as well as sympathetic, Frenchman. Every lover of history should read this book.

**THE BIRDS' CHRISTMAS CAROL.** By Kate Douglas Wiggin. Boston: Houghton, Mifflin & Co. 50 cents.

This is one of the exceptional Christmas story gift-books whose inward spirit fulfills its outward promise. The tasteful gray and white cover with its attractive design foretold a delightful story within, and it is there. A delicate mingling of humor and pathos, touches the reader's better nature on both sides, and kindles the Christmas spirit while it entertains and cheers us. The dear little heroine coming into the world on Christmas Day is appropriately named Carol, and the whole of her brief life is "one grand sweet song." The story is chiefly concerned with the doings of her tenth birthday when the poor "little Ruggleses" are invited to such a Christmas dinner as they never enjoyed before. The drawings which illustrate the book are fine and pleasing; and the frontispiece is a story in itself. It is a gem of a holiday story-book.

**THREE GREEK CHILDREN. A Story of Home in old Time.** By the Rev. Alfred J. Church, M. A. New York and London: G. P. Putnam's Sons.

Professor Church's stories from Greek history have a definite place in children's literature. His latest contribution is a successful attempt to portray the home life of three Athenian children, two thousand years ago,—how Gorgo and Rhodium, and Hipponax played and studied in the city, and in their country home outside of Athens. Various anecdotes and tales come into the story through the nurse's reminiscences. The illustrations are after Flaxman's designs, and also from the antique, and convey an accurate idea of Greek art and life at the time the story is laid.

**GIBRALTAR.** By the Rev. Henry M. Field, D. D. New York: Charles Scribner's Sons. Illustrated. \$2.00.

Although Spain lies in the track of much of the foreign sight-seeing, Gibraltar is so far out of the way, that it is really an undiscovered country; and not only to the traveler, but also to the reader of travels. So, doubly welcome is Dr. Field's description of a visit to the fortress, the people he met, the scenery, social life, the events that made the place historic, and mark its use and position at the present time. It is a book of sparkling interest, made perhaps more vivid by the personality that pervades its pages.

**CHRISTMAS CARILLONS AND OTHER POEMS.** By Annie Chambers Ketchum. New York: D. Appleton & Co. \$1.50.

Every one who remembers a little poem called "Benny," that was printed some years ago, and has since been wandering around as a newspaper favorite, will be glad to find this collection by the same author. Most of the poems are of a more ambitious nature, but the personal poems and poems of the affections, to our mind, will make the strongest appeal to the general interest. The "Christmas Carillons" which, "give a name to the volume, appeared in *Harper's Magazine* a year or so ago. The illustrations are good.

**LITTLE HELPERS.** By Margaret Vandegrift. Illustrated. Boston: Ticknor & Co.

This is a story of little Johnny Leslie and his even smaller sister Tiny, who learned to make themselves useful and helpful to their mother, and thus give the title to the book. The little boy has the games, adventures, and temptations which fall to the usual lot of little boys, and takes them—or leaves them—very much after the fashion of other little boys. Altogether he is a good little fellow. We feel better for an acquaintance with him, to say nothing of his sister, his playmates, his parents, and the numerous pets—chickens, cats, dogs, and cows—which go to make up the sum total of his existence. The book is illustrated by a number of interesting pen and ink vignettes, and half dozen full page engravings.

**St. NICHOLAS.** For Young Folks. Conducted by Mary Mapes Dodge. Volume XV. Parts I and II. November, 1887, to October, 1888.

There is nothing new to be said about *St. Nicholas*, only the same unreserved praise, the same exclamations of delight, wonder, and admiration to be said over and over again. It is the perfect magazine for young people, which all those who read it know. Alas for those unfortunate who do not own it! Let them be told it is one of the features that go to make this prosaic life of ours worth living. The present volumes, true to the exalted principles of the editor, are, if possible, a degree more beautiful and charming than any before.

**BARNUM'S CIRCUS AND MENAGERIE.** Text and Illustrations Arranged by P. T. Barnum and Sarah J. Burke. White & Allen.

Probably our dear friend, Mr. Barnum never did anything in his life more characteristic, than the production of this gorgeous little book—not such a little book either—and his life has been, as the boys say, "chuck full" of characteristic doings. O, yes, no one but Mr. Barnum could have gotten up this book, and it is sadly feared no one but he is capable of describing it. "Is it an advertisement?" Well, not exactly; it is a gorgeous, irresistible picture-book that is bound to drive all the youngsters into a frenzy of delight. And then of course they must see the show which these highly colored pages represent. It tells how three little friends of Mr. Barnum's went to see the performance, making it all like an interesting story. If any youngster can resist the fascination of these pages he certainly does not belong to the same species as the average boy and girl. It seems as if only one thing could please the little people more than this book, and that would be the show itself. But while the show is soon forgot, the book will last and be a continued source of delight.

## REPORTS.

**MANUAL OF THE PUBLIC SCHOOLS OF SALAMANCA, N. Y., 1887-8.** A. B. Davis, Ph.B. Principal.

This report shows quite a large increase in attendance at the Salamanca schools, and every thing seems to be moving along very smoothly. Principal Davis believes that the regular attendance of pupils is indispensable to proper mental growth, and adds: "I am pleased to note a steadily growing sentiment on the part of parents and pupils in favor of regularity of attendance." The principal is also happy on account of the liberal appropriations made for library uses.

**REPORTS CONCERNING THE PUBLIC SCHOOLS OF WILMINGTON, DELAWARE, 1887-8.** Hon. D. W. Harlan, Superintendent. The average attendance for the year was 3,890; number of teachers, 162; highest salary paid \$1,300. The report shows a decrease of 120 in the number of pupils attending owing to the opening of Catholic parochial schools.

**BIENNIAL REPORT OF PUBLIC EDUCATION IN THE STATE OF LOUISIANA, 1886 and 1887.** Hon. Warren Eston, Superintendent.

The number of schools during 1886 was 1,923; the number of teachers, 2,378; average attendance, 73,385; number of schools during 1887, 1,965; number of teachers, 2,400; average attendance, 80,107. The book contains a complete report from the superintendent of each parish. H. A. Hill, President of Southern University reports that institution to be growing in attendance, popularity, and an appreciation of thorough and effective work. The president of the state normal school, Edward E. Sheib, traces the growth of that school since its founding in 1885 and points out the difficulties under which it is still laboring. A special report is given of the public schools of New Orleans. In addition are given rules and regulations and three interesting addresses delivered before the annual convention of the State Educational Association, by Gov. Samuel D. McEnery, Prof. Henry E. Chambers and Col. Wm. H. Garland. In closing, the state superintendent points out some unsatisfactory points in the financial condition and ask that they be remedied by special legislation.



**SCHOOL LAWS OF IOWA, FROM THE CODE OF 1873, AND SCHOOL LAW DECISIONS IN APPEAL CASES,** by the Superintendent of Public Instruction, Edition of 1888. Hon. Henry Sahlin, Superintendent.

This volume has been revised and extended, and made convenient by a table of contents, by subjects. The laws are given as completely as space would allow. A noticeable feature is the authorizing those in control of schools, if they deem it expedient, to maintain industrial exhibitions, in connection with the schools under their charge. All teachers are required to pass examinations in physiology and hygiene, especially the effects of drinks and narcotics. The Bible is not excluded from public schools, but no pupil is required to read it. The volume is made more complete by fifty blank forms, which are used in all school transactions. The second part contains sixty-five special decisions in appeal cases, with two indexes.

#### LITERARY NOTES.

**TICKNOR & Co.** have recently published "A Mexican Girl," a story of life in the high Sierras of Southern California.

**HOUGHTON, MIFFLIN & Co's** December number of the *Riverside Literature Series*, contains four carefully annotated papers by James Russell Lowell, "Books and Libraries," "Emerson, the Lecturer," "Keats" and "Don Quixote."

**D. C. HEATH & Co.** announce that, by reason of the great success of Miss Sheldon's "General History," an "American History" is in preparation on the same plan, by the same author.

**G. W. DILLINGHAM**, of New York, has just published "Dick Broadhead," a tale of perilous adventures.

**A. S. BARNES & Co.** have brought out a very useful work, "A History of Art," written expressly for schools, seminaries, and colleges, by Wm. H. Goodyear.

**CASSELL & Co.** have recently issued a charming book, "Mother Goose," set to music by Miss Effie I. Lane, and illustrated by J. Louis Webb.

The **SCRIBNERS** offer in book form F. J. Stinson's novel, "First Harvest," that ran its course in *Scribner's Magazine*.

**D. C. HEATH & Co.** publish "Traumereien," selected and edited by A. N. Duell. The book is intended for the use of intermediate classes in German.

**WORTHINGTON & Co.** announce "Our Presidents," the lives of the twenty-three Presidents of the United States, by Virginia F. Townsend. The book also contains a biography and portrait of President-elect Harrison.

**J. B. LIPPINCOTT Co's** new book, "The Writer's Hand-Book," will be of great assistance to those who wish to cultivate the best and most refined method and style.

**T. Y. CROWELL & Co.** have lately published "What to do," by Count Lyof N. Tolstoi.

#### CATALOGUES AND PAMPHLETS RECEIVED.

**Register of Garfield University**, Wichita, Kan., 1887-8. Hon. W. B. Hendryx, president of board directors.

**Catalogue and Circular of the California State Normal School**, San Jose, 1888. Hon. Charles H. Allen, principal.

**Fifteenth Annual Catalogue of the Missouri State Normal School**, Third District, Cape Girardeau, Mo., 1887-8. Richard C. Norton, LL.D., president.

**Twenty-third Annual Catalogue of the Maryland State Normal School**, 1888. Hon. M. A. Newell, principal.

**Catalogue of the Tuskegee Normal and Industrial Institute**, Tuskegee, Ala., 1887-8. Hon. Booker T. Washington, principal.

**Forty-second Annual Catalogue of Mount Union College**, Alliance, O., 1888. T. P. Marsh, D.D., president. A normal department has been organized in connection with this college.

**Fifteenth Annual Catalogue of New Orleans University**, 1887-8. Rev. L. G. Adkinson, A.M., D.D., president.

**Catalogue of Kingsley Seminary**, Bloomingdale, Tenn., 1888-89. Joseph H. Ketron, A.M., principal.

**Biennial Catalogue of Storer College**, Harper's Ferry, W. Va., 1888-87. Rev. N. C. Brackett, Ph. D., principal.

**Catalogue of the West Virginia State Normal School**, Glenville, Gilmer Co., W. Va., 1887-88. S. B. Brown, A.M., principal.

**Twenty-third Annual Catalogue of the Eureka College and School of Music**, Eureka, Ill., 1888-89. Carl Johann, A.M., president.

**Catalogue of the Wartburg College, of the Lutheran Synod of the State of Iowa**, Waverly, Iowa, 1887-88. Prof. C. Grossmann, director.

**Catalogue of Southland College and Normal Institute**, Helena, Ark., 1887-88. Hon. Elkanah Beard, president.

**Twenty-fourth Annual Catalogue of Roger Williams University**, Nashville, Tenn., 1887-88. A. Owen, D.D., president.

**Thirteenth Annual Catalogue of the Southern Normal School and Business College**, 1887-88. Hon. T. J. Smith, president board of trustees.

**Catalogue of the Catholic Normal School of the Holy Family**, and Pio Nono College, St. Francis, Milwaukee county, Wis., 1887-88. Rev. Charles Fessler, Rector and Procurator.

**Catalogue of Penn College**, Oaklands, Iowa, 1887-88. Benjamin Trueblood, LL.D., president.

**Fifty-third Annual Catalogue of Delaware Literary Institute**, Franklin, N. Y., 1887-88. Charles H. Verrill, A.M., Ph.D., principal.

**Graham Graded School**, Graham, S. C., 1887-88. Hon. Percival E. Rowell, principal.

#### MAGAZINES.

The December *Phrenological Journal* contains sketches of several noted persons, among them William E. Gladstone. In addition it contains a fine variety of articles on sanitary and other subjects. The *American Garden* has been improved, and its price reduced to one dollar per year. Among the readable articles in *Babyhood* for December, are: "Rheumatism in Early Life," "The Causes of Restlessness at Night," and "Eating a

Christmas Pie." The *Writer* continues to be a bright, readable magazine. Some of the topics treated in the December number are: "The Deceitful Short Story," "Writing for Young People," by the editor of *Treasure-Trove*; "Making Delinquent Editors Pay," and "Pioneer Labor Reporters." The *Atlantic Monthly* for 1889, will contain in addition to the best short stories, essays, sketches, poetry, and criticism, three serial stories: "The Tragic Muse," by Henry James; "The Begum's Daughter," by Edward L. Blyner; "Passe Rose," by Arthur Sherburne Hardy (begun in September). The *Christmas Book Buyer* contains a delightful paper of reminiscences, by Donald G. Mitchell, called up by some old Christmas pictures. The number contains 144 pages, and presents a complete review of holiday literature. Mrs. M. F. Butts has written a new story in twelve parts called "Patchy and Hippy-Hop," which will be published in *Our Little Men and Women*, with a dozen full-page pictures during 1889. Mrs. Clara Doty Bates will contribute a dozen poems about "Dame Nature's Elves." There will also be numerous other interesting features. To *Babyland* during 1889, Emile Poulsson will contribute the stories of some of baby's benefactors. "Baby Hunting's Neighbors," verses and pictures, both by Margaret Johnson, will tell about the strange babies of different nations.

**OUR NEW CLUB RATES for the SCHOOL JOURNAL for 1889:** 2 new subscriptions, \$4.50; 1 new subscription and 1 renewal, \$4.50; 5 new subscriptions, \$10.00; 1 renewal and 4 new subscriptions, \$10.00.

#### As Good as Medicine.

Invalids like encouragement. The physician of kindly demeanor acts often as a remedy in himself. There is an indefinite yet delightful assurance of convalescence in every word, every gesture. But better than this is evidence, evidence of past success, evidence of present efficiency. Such, for instance, as the following in regard to Compound Oxygen.

"I would not have been amongst the living if it had not been for Compound Oxygen." **FREEHARBURG, N. Y., August 10, 1888.** **MRS. S. HAPLEY.**

"I have improved very much under your treatment." **NORWOOD, MASS., August 10, 1888.** **MRS. JUSTICE STOCK.**

"Mother and I are enjoying good health, no doctor having been called to our house for over three years, ever since I first sent for Compound Oxygen." **NEWARK, N. J., June 12, 1888.** **MISS SUSIE STEELE.**

"My wife says I must tell you she believes that she would have been in her grave if it had not been for Compound Oxygen." **MILTON, DEL., August 8, 1888.** **J. B. MUSTARD, Postmaster.**

The above evidence needs no comment. We would add however, that we publish a brochure of 300 pages, regarding the effect of Compound Oxygen on invalids suffering from consumption, asthma, bronchitis, dyspepsia, catarrh, hay fever, headache, debility, rheumatism, neuritis; all chronic and nervous disorders. It will be sent, free of charge, to any one addressing **Drs. STARKY & PALEN, 1529 Arch St., Philadelphia, Pa.; or 331 Montgomery St., San Francisco, Cal.**

## Some Recent Publications.

JANUARY 1, 1889.

THE PRICES GIVEN BELOW ARE INTRODUCTORY.

**ALLEN & GREENOUGH. Latin Grammar.** Revised Edition. Ready next week. Half leather, \$1.20. An attempt to perfect what has proved a most excellent and satisfactory text-book.

**BALLOU. Foot-prints of Travel, or Journeyings in Many Lands.** Illustrated. Cloth, \$1. A supplementary reading book in real geography.

**BURT. A Brief History of Greek Philosophy.** Cloth, \$1.12. The work is characterized sufficiently by the title.

**CALKINS. Sharing the Profits.** Paper, retail price, 25 cents. The theory, methods, and results of profit-sharing, based upon facts and figures of actual cases.

**EMERTON. Introduction to the Study of the Middle Ages.** Cloth, \$1.12. A much needed guide to an important and obscure period.

**GINN. Selections from Ruskin.** Cloth, 40 cents. Boards, 30 cents. In the series of Classics for Children.

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